

DOCUMENT RESUME

ED 477 781

HE 035 978

TITLE External Research Report on Attitudes and Barriers Impacting the Participation of African-American Males in the University System of Georgia. The University System of Georgia's African-American Male Initiative.

INSTITUTION Georgia Univ. System, Atlanta. Board of Regents.

PUB DATE 2002-00-00

NOTE 95p.; For related reports, see HE 035 974-978.

AVAILABLE For full text:

FROM http://www.usg.edu/aami/External_Research_Report_and_Appendices.pdf.

PUB TYPE Reports - Research (143) -- Tests/Questionnaires (160)

EDRS PRICE EDRS Price MF01/PC04 Plus Postage.

DESCRIPTORS *Access to Education; *Blacks; *High School Students; High Schools; *Higher Education; *Males; *Student Attitudes; Student Surveys

IDENTIFIERS *African Americans; *University System of Georgia

ABSTRACT

The African-American Male Initiative, a task force of the University System of Georgia (USG) Board of Regents, commissioned a statewide study to explore African American males' attitudes toward college in general and the USG in particular. Designed and conducted by external consulting firms, the study drew on discussions in focus groups and with individuals and a telephone survey of 750 individuals. The research was conducted among several distinct populations of young African American males at or near eight USG institutions. The findings offer clear evidence that many African American males perceive significant barriers to going to college, and these barriers, perceptual, academic, and socioeconomic, began to appear early in their lives. The barriers range from obvious concerns such as poor grades and low Scholastic Assessment Test scores to far more subtle findings about peer pressure, parental and societal expectations, fear of failure, and worries about money and going into debt to obtain what is, in many participants' views, a credential of dubious value in their immediate sphere. As for barriers to attending USG institutions in particular, respondents offered pithy criticisms of existing recruitment efforts and in general expressed little knowledge about or sense of connection with USG institutions even in their own communities. Appendixes contain tables, the moderator's guides, and the research instruments. (Contains 10 tables.) (SLD)



*The University System of Georgia's
African-American Male Initiative*

EXTERNAL RESEARCH REPORT

On Attitudes and Barriers
Impacting the Participation
of African-American Males
in the University System of Georgia

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EXTERNAL RESEARCH REPORT ON ATTITUDES AND BARRIERS IMPACTING THE PARTICIPATION OF AFRICAN- AMERICAN MALES IN THE UNIVERSITY SYSTEM OF GEORGIA

EXECUTIVE SUMMARY

Why are so few African-American male students enrolled in the University System of Georgia (USG)? How can the USG attract, enroll, retain, and graduate greater numbers of qualified African-American males?

Seeking answers to these crucial questions, the African-American Male Initiative, a task force of the USG Board of Regents, commissioned a statewide study to explore African-American males' attitudes toward college in general and the USG in particular. Designed and conducted by external consulting firms (Matlock Advertising & Public Relations and Paul A. Warner Associates, a research firm), the study drew on discussions in focus groups and with individuals, as well as a telephone survey of 750 individuals. The research was conducted among several distinct populations of young African-American males (and the adults around them) at or near eight USG institutions: Albany State University, Augusta State University, Coastal Georgia Community College (Brunswick), Georgia Perimeter College (Atlanta area), Georgia State University (Atlanta), Georgia Southern University (Statesboro), Macon State College (Macon), and the University of Georgia (Athens).

The findings offer clear evidence that many African-American males perceive significant barriers to going to college, and that these barriers -- perceptual, academic, and socio-economic -- begin to appear early in their lives. These barriers range from obvious concerns such as poor grades and low SAT scores to far more subtle findings about peer pressure, parental and societal expectations, fear of failure, and worries about money and going into debt to obtain what is, in many participants' views, a credential of dubious value in their immediate sphere. As for barriers to attending USG institutions in particular, participants offered pithy criticisms of existing recruitment efforts and, in general, expressed very little knowledge about or sense of "connection" with USG institutions, even those in their own communities.

When viewed as a whole, the findings of this study support several troubling themes regarding African-American males and college: For a variety of inter-related reasons, this population group suffers disproportionately from:

- (1) inadequate academic preparation
- (2) a general lack of awareness of and information about – and in many cases, a peer-driven bias against – many aspects of college-level academic achievement
- (3) disengaged and/or uninformed parents who, often with no college experience, are unfamiliar with the importance of a college education and the requisite steps for their sons to prepare for college starting in middle school
- (4) a low socio-economic status

To address these two categories of concerns, the research team offers two broad-based recommendations. These include a clear need for System-level oversight of African-American male student enrollment efforts throughout the USG, beginning with liaison efforts at the K-12 level and extending through all programmatic efforts at the college and university level; and a clear need for a consistent, high-profile public awareness campaign aimed at all the constituencies involved in young African-American males' decision-making process about their educational careers.

Based on the research findings described in this report, it is abundantly clear that existing programs to attract and retain students from this vital segment of Georgia's population are far from adequate. However, the current charge by the Board of Regents-- to address this program systemically and thoroughly all across the state -- represents a new and genuine opportunity for hope and success for thousands of young African-American males.

INTRODUCTION

Of the nearly 1.5 million African-Americans enrolled in colleges and universities in the United States in 2001, only 579,800 were male. These statistics are mirrored in Georgia, where only one African-American male is enrolled in college for every two African-American females. In the 34 institutions of higher education that make up the University System of Georgia (USG), only 15,924 African-American males were enrolled at any level in fall semester 2001, compared to an enrollment of 32,753 African-American females – and an enrollment totaling more than 217,500 students overall.

Why are so few African-American male students enrolled in USG institutions? Determining the attitudes and barriers impacting the low enrollment is the purpose of the USG's African-American Male Initiative.

The African-American Male Initiative of the USG Board of Regents is a multi-faceted effort aimed at attracting greater numbers of qualified African-American male students to USG institutions. Through a variety of approaches, the task force seeks, first, to identify barriers to young African-American males' entry into USG institutions; second, to devise strategies to overcome those barriers, whether perceptual, academic, social, or financial; and third, to increase the enrollment and retention of African-American male students in colleges and universities throughout the System.

FOCUS OF THE STUDY

The study seeks to identify institutional, societal and personal barriers; solicit public input on improving African-American males' knowledge of and access to USG offerings; and recommend effective action plans to increase this population's interest and participation in the University System colleges and universities.

The study addressed the following questions:

- What are the barriers to admission and retention of African-American males within the USG?
- Do barriers differ within Georgia by location, socio-economic status, or other factors?
- How can a college education be made more attractive to African-American males?
- How do African-American males view higher education?
- How do African-American males view accessibility to the University System of Georgia?
- What insights can be obtained from key influencers and authority figures currently working with African-American males?
- How can the USG improve its understanding of this constituency?
- How can the USG market itself better to African-American males?
- What marketing efforts and other initiatives could and should be implemented by the USG to enable it to enroll, retain, and graduate more African-American males? (These efforts and initiatives will be addressed in Phase II of the study.)

The external research study component of the African-American Male Initiative was designed and conducted as a collaborative venture by two non-USG professional consulting firms, Matlock Advertising & Public Relations and Paul A. Warner Associates.

METHODOLOGY

To achieve the research objectives, a wide-ranging combination of research methodologies was employed. Specifically, qualitative research (focus groups and one-on-one interviews) were conducted, which drove the quantitative research, consisting of detailed telephone interviews with a carefully targeted stakeholder population of 750 adults and African-American males in geographically representative regions across Georgia.

Both the qualitative and the quantitative research components were conducted among several distinct populations in and around eight different USG institutions: Albany State University (Albany), Augusta State University (Augusta), Coastal Georgia Community College (Brunswick), Georgia Perimeter College (Atlanta area), Georgia State University (Atlanta), Georgia Southern University (Statesboro), Macon State College (Macon), and the University of Georgia (Athens). These eight institutions were chosen to solicit input from study participants regarding a cross-section of institutional types within the System, including large research universities, two-year colleges, a historically black college, and urban, small-town, and rural institutions of varying sizes throughout the state.

Qualitative Research

The researchers employed qualitative research methods (specifically, focus groups and individual interviews) to explore a range of issues hypothesized to be relevant to the attitudes and behaviors of pre-college and college-aged African-American males. The qualitative research included 17 different focus groups and 16 one-on-one telephone interviews.

Eight focus group sessions, each with six to ten participants, were conducted among freshman- and sophomore-level African-American male college students at the selected USG institutions.

In addition to the focus groups within the academic institutions, eight focus group sessions were conducted with African-American males in the eight communities surrounding the chosen USG institutions. Of these, five sessions were conducted among

high-school juniors and seniors, half of whom were college bound and half of whom were defined as being at risk of not continuing their education. The other sessions were among other 18- to 25-year-old African-American males in each community, with each session having an equal number of young males who (a) were not currently attending college or (b) said they desired to go to college but had not yet committed to do so. One focus group –aimed at tackling the educational experiences that have resulted in the high incarceration rate among African-American males--was convened among prisoners enrolled or planning to enroll in the General Educational Diploma (GED) high-school equivalency degree program on-site at north Georgia’s Lee Arrendale State Prison. This prison had a 6 percent Black male population among 1,100 inmates—the youngest of them aged 14 (convicted under the state’s seven deadly sins” statutes.

These focus groups with African-American males were complemented by additional qualitative research with selected individuals identified as USG on-campus “influencers” of African-American male students. These key individuals included admissions directors, student recruiters, coaches, academic advisors, financial aid advisors, mentors, and tutors. Drawing from this pool of influential individuals, the researchers conducted identical one-on-one telephone interviews with two individuals from each of the eight participating USG schools, for a total of 16 interviews. The focus groups and one-on-one interviews were conducted in November and December of 2002.

Quantitative Research

The quantitative research component of the study consisted of questions built on the opinions, observations, and anecdotal information gathered in the focus groups and one-on-one interviews comprising the qualitative phase of the study. In other words, the results of the qualitative research efforts informed the creation of cogent, relevant survey instruments. The goal was to either bring statistical significance to the qualitative findings or debunk preconceived myths and misperceptions.

As with the qualitative research, this quantitative effort was conducted by telephone among a carefully selected sample of three groups: (1) USG personnel who were identified as “influencers” of young African-American males; (2) non-USG

individuals who were identified as “influencers” of young African-American males; and (3) young African-American males.

The USG influencers surveyed were drawn from a database provided by college and university staff members and included proportionate samples of personnel from each of the eight institutions hosting the study. Each institutional sample was examined to ensure inclusion of such key personnel as chief student affairs officers; chief enrollment services officers (including admissions officers, registrars, recruiters, financial aid officers, and housing coordinators); academic advisors (i.e., faculty); mentors from both the student body and the faculty; and tutors from the student body, the faculty, and school athletic associations. In all, 250 telephone interviews were completed from this pool.

The non-USG interviewees were drawn from populations among the larger community who were recognized as “influencers” affecting young African-American males’ perceptions about college. The influencers included three groups:

- Middle-school and high-school guidance counselors (a disproportionate number of whom were female);
- African-American male graduates of USG institutions;
- Parents of African-American males aged 18 to 25.

The African-American male target market segments included:

- African-American males aged 18 to 25 who were not currently enrolled and had no plans to enroll in college;
- African-American male junior and senior high school students;
- African-American male high-school drop-outs; and
- African-American males aged 18 to 25 who were currently enrolled as freshmen or sophomores in USG institutions.

The individuals interviewed were selected with assistance from USG personnel and other educational and community resources, including area P-16 Councils, the Post-Secondary Readiness Enrichment Program, and the Minority Advisement Program (MAP). A total of 450 telephone interviews were completed among non-USG individuals identified.

All telephone interviews -- USG opinion leaders and non-USG “influencers” of African-American males -- were conducted in January and February of 2003.

Survey Instruments

Qualitative

The following topic area guidelines (see Appendix B) were provided to researchers conducting focus groups and one-on-one interviews:

- USG Freshmen and Sophomores Focus Group Moderator's Guide
- USG Faculty and Staff One-on-One Interviewer's Guide
- High-School Students and Males 18-25 Focus Group: Moderator's Guide

Quantitative

The following survey instruments (see Appendix C) were used for the telephone surveys:

- Parents' Telephone Survey Questionnaire
- USG Graduates' Telephone Survey Questionnaire
- Non-College Young Males (Aged 18 to 25) Telephone Survey Questionnaire
- High-school Students and College Freshmen and Sophomores Telephone Survey Questionnaire
- Educators and Guidance Counselors Telephone Survey Questionnaire
- USG Faculty and Staff Telephone Survey Questionnaire

ANALYSIS OF DATA: FINDINGS, DISCUSSION AND RECOMMENDATIONS

The issues associated with the behaviors of African-American males relative to their enrollment in college are diverse and complex. It is clear from the aforementioned research that African-American history, family and personal life experiences, contemporary popular culture, and demography profoundly affect how young African-American males perceive themselves and the world around them.

The research conducted in this study with African-American males to ascertain their attitudes and behaviors about going to college reveals a host of real and perceived societal problems, financial issues, academic concerns, and an education system that appears ill-prepared to handle certain Afro-centric attitudes and behaviors.

In addition to highlighting these African-American males' perceptions about a college education in general, the study specifically sought their opinions and observations about pursuing – or not pursuing – a college education within the USG. In soliciting these opinions, the researchers identified numerous barriers to participation and obtained direct input from the targeted audience about possible remedial strategies.

Research findings (qualitative and quantitative, respectively) have been categorized as follows:

- Barriers to enrollment and retention of African-American males in higher education;
- African-American males' views of the USG;
- How a college education can be made more attractive to African-American males; and
- How the USG can improve its understanding of and appeal to African-American males.

1. Barriers to Enrollment

The research suggests that the low college enrollment rate among African-American males generally – and at USG institutions specifically – correlates strongly to certain real and/or perceived barriers arising in five areas:

- A. Family dynamics;
- B. High-school academic and disciplinary experiences;
- C. Financial considerations;
- D. Social environment

A. Family Dynamics

Parental Expectations

Parental expectations were found to be key predictors of college enrollment among the study participants. Having parents who attended and/or graduated from college was found to be a major positive influence on the desire to attend college. For example, 70 percent of the in-college sample group had parents who had attended college, compared to 49 percent of those who were not college bound. [See Table 1]

Among the African-American males whose parents had attended college, there was a high familial expectation that they, too, would obtain at least an undergraduate degree. Typically, they were aware of this expectation since early childhood. As one focus group participant put it, he clearly understood that upon high-school graduation, his parents expected him to “either attend college, or get out of the house.”

The research also suggests that many parents without a college education are apparently quite effective in communicating a motivating message to their sons regarding college. In the survey sample, 59 percent of 18- to 25-year-olds and 86 percent of the high-school juniors and seniors said they were “extremely” or “somewhat likely” to go to college, and many indicated that they wanted to do so to avoid the economic hardships suffered by their non-college-educated parents. [See Table 2] Several noted that their parents described a college education as the best or only means to economic security in adult life.

Parental Involvement with Their Sons' Education

Both focus group sessions and the telephone survey findings indicated that regardless of parents' academic credentials, their active participation in their sons' schooling, particularly through communication with teachers, increased the likelihood that they would be successful in their efforts to enroll and remain in college.

Parents who responded to the telephone survey mentioned parent-teacher associations as one vehicle for staying abreast of college preparatory requirements, and other parents indicated that getting involved with their sons' educational activities enabled them to recognize any deviation from the college-bound academic path.

Sibling (Sister) Rivalry

Several respondents suggested that some families place an academic emphasis on their daughters—at times to the detriment of their sons' academic performance and prospects for going to college. Several 18- to 25-year-olds in this study who had dropped out of high school stated that their parents tended to protect and academically encourage and direct their daughters more so than for their sons. For example, some males in the focus groups noted that their sisters were not allowed to “hang out” as much as they were, and that they were not as involved as male siblings in out-of-home activities such as extra-curricular athletics.

Instead, the daughters were pushed to pursue academics and received more positive reinforcement for good academic performance. They were less likely to have disciplinary problems and appeared to parents and teachers to be more determined to succeed academically. As a result, they were more likely to stay in school and be steered toward college preparatory courses than were their brothers.

Some of the African-American male focus group participants indicated that after about age 16, their parents essentially allowed them to “do as they pleased.” Their relative freedom was perceived by some as parental rejection. Too, they viewed their parents as offering their sisters significantly better social and academic support.

This perceived disparity in parental attention contributed to a lower sense of self-worth and the need to develop other supportive relationships outside of the home.

Bonding with peers, most of whom were themselves high school dropouts, was an attempt to fulfill these social and emotional voids.

Recommendation: Through a variety of public awareness and communications efforts, encourage African-American parents to become significant partners with their sons to ensure that they receive adequate, college-prep-oriented academic preparation, guidance and positive reinforcement about academic excellence and the value of a college education.

B. High-School Academic and Disciplinary Experiences

Study participants described important barriers to college success rooted in African-American males' high-school academic and disciplinary experiences (with the caveat that often these patterns develop in middle and even elementary school). Analyzing responses by the size or type of high school – public or private, large or small, urban or rural, etc. – was beyond the scope of this study; however, the vast majority of the respondents attended or had attended public high schools in one of the eight communities surrounding the participating USG institutions.

Academic Preparation

Most of the high school students surveyed had either suffered themselves or seen others suffer from the difficulties of gaining admission to college because of poor high-school grades and inadequate college preparatory course work. Typically, study respondents who faced this dilemma themselves said they were unaware of the grades and courses necessary to gain college admission until their junior or senior year, when, as one respondent observed, it was “already too late to turn the situation around.”

In fact, many of the non-college 18- to 25-year-olds who participated in this research study viewed themselves as living examples of students who recognized the importance of good grades too late in their high-school careers. Many of them were inclined to blame the guidance counselor for not being vigilant in helping them keep their grades at the level required to get into college. Only 10 percent of these respondents

credited guidance counselors with playing a positive role in helping them determine their academic path, compared to 15 percent of the college freshmen and sophomores and 15 percent of the USG graduates surveyed. [See Table 3]

In the survey sample, a parent was consistently identified as the one individual who played the most active role in determining the student's career path, with more than 60 percent of respondents in all categories (69 percent among USG graduates) citing their parents in this question. [See Table 4]

Recommendation: Target borderline African-American male students with incentives to participate in college preparation activities and to “take ownership” of their own college preparation at an early age.

Recommendation: Provide African-American male students with support services throughout the K-12 pipeline, such as mentoring, career planning assistance, and college preparatory services such as targeted college admissions and testing guidance.

Academic Preparedness and SAT Scores

Many of the African-American males surveyed suggested that white students are often better prepared academically, and, therefore, white students are more likely to be steered toward college preparatory courses than are African-American males. Consequently, many young African-American males – having already been steered away from the college-prep curricula – are inadequately prepared to take the SAT. Thus, they cannot achieve SAT scores high enough to meet college entrance requirements.

Still, the survey findings show very clearly that African-American males and their parents believe that low SAT scores can be a decisive factor in getting into college. Among parents surveyed, 49 percent said they thought low SAT scores could seriously get in the way of the student [being admitted to] any college. Contrastingly, only 19 percent of high-school guidance counselors cited low SAT scores as a factor. Among the African-American males themselves, 25 percent of the high-school juniors and seniors and 26 percent of the 18- to 25-year-olds who were not in school cited “low SAT scores”

or “insufficient college-prep courses” as factors that could “seriously get in the way of entering any college.” [See Table 5.]

Recommendation: Implement programs, including incentives and consciousness-raising workshops, to encourage teachers, guidance counselors, and administrators to work toward increasing the number of African-American male students in college preparatory courses and extracurricular SAT preparation sessions.

High School Guidance Counseling

Many of the African-American males in the study were highly critical of their high-school guidance counselors, teachers, and the high-school faculty and administration generally for failing to prepare them adequately for college. In those instances where the high-school student body was racially diverse, the prevailing attitude among respondents was that African-American males were steered toward remedial or vocational courses at greater rates than either females or white males.

The vast majority of African-American high-school students and 18- to 25-year-olds participating in the study did not perceive any appreciable involvement with students by the faculty and administration at their respective high schools. Only rarely were school administrators cited as having a keen interest in the academic well-being and personal development of African-American students.

Focus group responses seemed also to suggest that this perceived lack of interest by school personnel is not necessarily tied to the educator’s race. For example, in the Augusta State University freshman and sophomore focus group, students spoke very highly of an African-American male principal at a predominantly African-American high school who pushed the student body toward academic excellence and stressed that academic preparation would result in greater opportunity. By contrast, students in the high school focus group held at Albany State University cited their preference for a white assistant principal over an African-American principal; the white administrator was perceived as demonstrating greater interest in and concern for African-American students.

Likewise, the high-school students and non-college 18- to 25-year-olds participating in this study overwhelmingly believed that high-school guidance counselors had served “no useful purpose” in shaping a positive outcome to their high-school academic careers. At the extreme, some study participants considered guidance counselors to be a hindrance to their successful completion of high school. Among other things, some of these African-American males said that in their experience, guidance counselors had misplaced or failed to locate evidence that students had satisfactorily completed core curriculum courses; failed to advise students adequately on the courses required to enter the College Preparatory Curriculum or graduate; were not available for scheduled guidance counseling sessions; did not provide needed information on available college scholarships; did not provide guidance regarding colleges whose admissions standards were commensurate with a student’s grade point average and standardized test score; steered African-Americans -- particularly males -- toward technical or vocational schools; did not help students to maintain passing grades; favored and spent more time with academically accomplished students; and, in general, were perceived as either being disinterested or too overwhelmed to provide the direction that these students required to prepare for college.

Recommendation: Create a sustained program of training, informational sessions, public awareness, and possibly incentives for high-school guidance counselors to improve their skills in guiding and preparing African-American males for college admission.

The Quality of High-School Education

Many of the African-American parents and students surveyed believed that high-school teachers are not responsive to the needs of African-American male students. One theme articulated in several ways was that high-school teachers did not care about their students’ progress, but were in the classroom “simply to collect a paycheck.” Several students shared classroom experiences during which teachers admitted they had no mastery of the subjects they were teaching, but were merely conducting their classes as a recitation of the material in the course guide. Some of the students did state, however,

that there were exceptions – that is, teachers who displayed a genuine interest in their students, particularly those students who demonstrated they were there to learn.

African-American males who attended predominantly white high schools (a minority in the survey sample) had a more favorable opinion of high-school educators. These students cited active parent-teacher associations as a major contributing factor to the more favorable rating.

Disciplinary Issues in High School

Among the survey sample, both current students and 18- to 25-year-olds who had dropped out of high school said they felt that African-American males were disciplined more harshly than their white male or female classmates. In fact, many suggested that there is a double standard in terms of acceptable behavior in the high school. For example, several focus group participants in the Albany focus group described being disciplined for wearing FUBU brand of clothing (a line of clothing created by African-American entrepreneurs for a predominantly African-American audience) to school, while white students were allowed to wear t-shirts emblazoned with the Confederate battle flag. The African-Americans wearing this attire were disciplined and suspended for six days, yet the white students were not disciplined or even asked to change their attire. When asked by the researchers what they had done during their suspension, virtually all of the African-American students said they “hung out and got into trouble.” They lost six days of class work and had no apparent means of making it up.

Anecdotal feedback in the focus groups revealed that in some instances, there was no mention of teachers offering to stay after school to help African-American students make up missed class work. The clear perception among these particular study participants was that the same teachers were more likely to stay after school to help white, Asian, or Hispanic students.

Recommendation: Create an effective pipeline initiative to track potential and pending problems with African-American male students through their K-12 experience.

Involvement of African-American male teachers and coaches

Like the vast majority of high-school students throughout Georgia, survey participants at all levels had experienced far more classroom instruction and guidance counseling from female educators than from males. Most of these young African-American males were taught and advised primarily by white female teachers, with African-American female teachers making up the second-largest group. In most instances where males, particularly African-American males, were identified as teachers, they were either physical education instructors or coaches who had limited impact on academics. No African-American males were identified as guidance counselors by any of those participating in either the high school or non-school 18- to 25-year-old focus groups.

Given that many of these young males come from single-parent families where an adult male is conspicuously absent, the presence of positive male role models at school -- and the daily interaction with them as counselors and respected mentors -- might be expected to increase young African-American males' comfort zone in academic pursuits.

Recommendation: Increase efforts to target and recruit African-American male teachers and counselors to serve in K-12 schools, especially in areas where such individuals are under-represented in comparison to the student population.

C. Financial Considerations

Household Economic Standing

Among the study sample, sons from economically disadvantaged households typically were not in college and had no intention of enrolling. These respondents' parents, many of whom were single females, most often resided in low-income, crime-ridden areas; had low-paying, menial jobs; and had only minimal education themselves. Perhaps not surprisingly, they also tended to live in poor school districts where the facilities were described as sub-standard (e.g., crumbling plaster, inoperable toilets, and overcrowded classrooms).

Lack of Money for Post-Secondary Education

Among all groups in the survey sample, the inability to pay for a college education was seen as a leading barrier to enrolling. The problems begin with college application fees. As one focus group respondent asked, “Why should I pay \$25 for an application fee just for them to tell me no?”

Students who do gain admission to a college must then contend with finding the fees for tuition, books, room, board and spending money.

It is worth noting that within the survey groups, African-American males themselves seemed to view financing college as a bigger problem than parents did. While only 26 percent of parents thought costs could “seriously get in the way” of their sons’ going to college -- parents were more worried about low SAT scores -- 50 percent of the African-American male high-school juniors and seniors in the survey cited cost as a major consideration. [See Table 5]

When asked to list some of the reasons for not attending college, several focus group and survey participants often replied that they did not seriously consider college because they perceived it as being unaffordable. As they explained, their families do not earn enough money to pay for college tuition. Students (and presumably their parents as well) were often unaware of available financial resources such as scholarships, grants and loans. Others were unwilling to incur the debt associated with a college loan because they were not sure that they or their parents would be able to repay it.

Other Financial Obligations

Some study participants stated that they could not attend college because they felt the need to provide financial support for other family members, including parents and/or their own families (children, girlfriends, and wives). Burdened with the responsibility of providing for a partner and/or children effectively rendered paying for college an unrealistic expense.

Recommendation: Through public awareness and communications efforts among targeted audiences, inform African-American males and their parents about sources for financial assistance to attend college.

D. Social Environment

Peer Influence

Many of the 18- to 25-year-olds in the survey who were not in any type of structured educational system tended to gravitate toward and bond with friends and family members who were not interested in pursuing higher education. Among them, there was a high incidence of having friends and family who engaged in selling drugs, while many had relatives who are in jail or had served sentences.

While some of those participating in the prison focus group expressed an intention to continue their education upon their release, others saw themselves returning to their former lifestyle of selling drugs, in part due to the influence of peers (and the need to earn a living upon release without any marketable skills).

These peer influencers played a great role in negatively shaping the attitudes toward and perceptions of college. The lure of an alternate lifestyle (women, alcohol, drugs and fast money) made it extremely difficult for some to consider the long-term benefits of, and life-time rate of return on, a college education.

Study participants sometimes alluded to some negative stereotyping of the academically achieving African-American male. However, they stressed that getting an education or being smart does not automatically make a person uncool. "You can be smart or do well in school and still be considered cool," said a participant. Rather, many felt that the smart kids who were ostracized and characterized as uncool are often the teenagers who were socially inept, not athletically inclined and not into the latest trends in fashion, language (slang), music, etc. In other words, they were essentially considered "geeks."

Reasons for Considering Attending College

Many of the individuals in the study, including some who had dropped out of college or had not yet considered attending, had concrete reasons for considering college. As stated earlier, parental expectations were one significant reason, but other reasons were more social or socio-economic in nature. Some African-American males cited self-improvement to achieve increased economic status and earning potential, and others were motivated by the prospect of being the first college graduate in their family. Still others viewed college as an opportunity to have a great social life filled with parties, to play sports on an athletic scholarship and ultimately become a professional athlete, or to use their athletic ability to get their college degree.

When asked why they found going to college appealing, 22 percent of the 18- to 25-year-olds and 17 percent of the high school juniors and seniors answered that they found college life most appealing because it “prepares you to achieve financial security.” [See Table 5]

Reasons for Not Considering College

While some study participants talked generally about why African-American males may not consider college, many participating 18- 25-year-olds had actually experienced some of the difficulties in enrolling. In addition to the financial and academic issues discussed earlier -- affordability, inadequate academic preparation, and low grades and SAT scores – some pointed to parents and/or peers who advised the recent high-school student to seek immediate employment upon graduation as the “practical” option, rather than trying to go to college. These individuals said they were often told – or otherwise made to feel -- that they were “not smart enough to go to college.”

Others thought that college was simply too difficult or did not believe they had the aptitude to succeed. Technical and vocational schools or the military were seen as viable options that seemed more attainable and provided a shorter path to earning a good living.

Several participants in this research study stated that many African-American males did not try to gain admission to college because they were afraid of failure, noting

that to be denied admission to college was to be personally rejected. Additionally, there was the fear of “flunking out” of college. The prospect of failing was particularly daunting because it represented a sizeable loss of their parents’ money for tuition and fees. Furthermore, if a loan was obtained, its repayment would fall on a family that was already financially burdened.

These respondents felt that failure to complete college was very damaging to African-American males’ self image, because they would have failed to live up to their parents’ expectations and placed their parents needlessly in debt. Furthermore, they risked being perceived as a loser by their peers, many of whom may have advised them against college, saying they would never make it.

Virtually all of the high-school and college-aged individuals in the study acknowledged that academic achievement required self-motivation and discipline. While they recognized that they had to assume personal responsibility for their academic performance, they also sought positive reinforcement from parents and teachers.

When asked their perceptions of the least appealing aspects of college life, 37 percent of high-school juniors and seniors cited “having to spend lots of time studying,” and another 34 percent answered “difficult subjects.”

Recommendation: Develop effective programs through which African-American male college students serve as mentors to African-American male high-school juniors and seniors.

2. Barriers to Retention

The retention of African-American males once they enter the higher education system poses its own set of challenges. Problematic areas identified in the research ranged across academic, financial, and social spheres.

A. Inadequate Secondary-School Preparation

Many African-American males in the study sample felt that they were inadequately prepared by their high schools for the academic challenges that lay ahead in college. They also lacked the time management skills required to cope with the increased academic workload. In fact, many in the study sample had been placed in remedial courses when they entered college and were required to earn passing grades in those classes before they could advance to core curriculum courses. Those African-American males who had to repeat remedial classes while their peers advanced often became frustrated and withdrew from college.

B. Personal Immaturity

The research study revealed that many African-American male college freshmen and sophomores admitted that they did not know how to handle the freedom and independence that accompanied leaving home for college. Many of the African-American males in the study admitted to not having had a lot of responsibility at home; so when they got to college, they often chose to party instead of study. This lack of discipline and academic focus increased their likelihood of failing.

A sub-category of personal immaturity was the genuine fear that some had of being away from home and in unfamiliar surroundings. Most had never had the responsibility of caring for their own personal needs, such as doing their own laundry. For others, college was the first time they had been in an unsupervised situation with people they did not know. Some college freshmen and sophomores described the fear and nervousness they had navigating their way to class for the first time.

Recommendation: Create more opportunities for college-bound students to participate in summer enrichment programs housed on college and university

campuses in order to enhance African-American males' academic and social/independent living skills.

C. Financial Considerations

While some respondents who were enrolled in University System of Georgia institutions at the time of the study reported making do with a combination of scholarships, student loans and financial support from their parents, many said they needed to “work two jobs just to make ends meet.” This excessive workload leaves inadequate study time to keep up with their academic requirements and may ultimately lead to withdrawal from school. Significantly, when asked the top aid to doing well academically in college, many USG graduates in the study answered “financial assistance.”

Many of the African-American male college students in the study often felt that, compared to peers at home who did not attend college, they had no money. They reasoned that because they were in college and presumably not working full time, they were not typically in a financial position to purchase the clothes, frequent nightclubs, and possibly own a vehicle like their non-college friends. They seemingly fail to realize the long-term financial rewards that national research universally shows accompany a college degree.

D. Feelings of Ethnic Alienation

Study participants noted that at majority white campuses, African-American males often felt a certain loss of identity because familiar Afro-centric cultural cues and clues from their home environments were not present on campus. This loss of identity was compounded by the fact that they were not prepared to be a recognizable minority (i.e., the only African-American student in class). They felt conspicuous, constantly tested, and “constantly under a microscope,” as one young man observed. Some also complained about white classmates who had limited exposure to African-Americans and asked “ignorant” questions of them. Overall, there was consistently strong sentiment that on campuses comprised of primarily white students, African-American students felt alienated.

YOUNG AFRICAN-AMERICAN MALES' VIEWS OF THE UNIVERSITY SYSTEM OF GEORGIA

The research findings in this study indicate that African-American males as a group are woefully uninformed about the University System of Georgia itself and the 34 institutions of which it is comprised.

Awareness of the System

Among the study participants, the awareness of the USG as an entity is low or, at best, the System is identified as “all the colleges in Georgia.” The USG does not have a distinct image in the minds of the African-American males with whom researchers spoke. Other than among faculty, staff and graduates, USG was rarely viewed in the context of a comprehensive statewide system that offers a variety of educational opportunities through its individual colleges and universities. Rather, the African-American males in the study focused on and were familiar with individual colleges and universities.

Among high-school juniors and seniors in the study, 57 percent said they knew very little about the USG, 23 percent said they “knew about it somewhat,” and 13 percent said they knew nothing about it at all. High school educators and guidance counselors and USG faculty and staff participating in the study agreed: Almost 70 percent of these professionals estimated that in general, African-American males know very little about the USG. Surprisingly, 52 percent of the currently enrolled USG students in the study also said they knew little about the system as a whole. [See Table 6]

Recruiting Efforts

Study participants questioned the effectiveness of USG's efforts to communicate a meaningful and relevant recruitment message to African-American males. In fact, there was very low recall among the study participants, including USG freshman and sophomores and high school juniors and seniors, of ever having seen any recruiting materials from a USG institution.

When shown examples of college and university recruitment materials in the focus groups, high-school juniors and seniors were somewhat more enthusiastic about USG, with 52 percent of them saying the materials were “somewhat effective” and 8 percent saying they were “very effective.” By comparison, 20 percent of the 18- to 25-year-olds who were not in school found the materials very ineffective. [See Table 7]

Interestingly, the response by USG freshmen and sophomores who were exposed to recruiting materials from their own institutions was not positive. None felt that the visuals provided an accurate and appealing depiction of their particular campus environment. Additionally, they did not think that the recruiting materials communicated a message that was particularly appealing to African-American males.

Many study participants thought that the USG recruitment messages would be most effective when delivered in person by African-American male USG undergraduates enrolled in institutions in their communities. The strategy of using a celebrity to deliver the message, initially hypothesized to be a strong marketing tactic, proved to hold little appeal. Rather, these current and potential students felt that college recruitment messages targeted at middle- and high-school students were most believable when delivered by someone with whom they could identify – someone whose life experience was like theirs, but who had been through the various pre-college educational experiences and successfully entered a USG institution.

Some study participants held the perception that USG institutions seldom target non-athletic African-American males in their recruiting programs. One respondent related that when a UGA recruiter visited the UGA booth at an admissions fair, the recruiter took the time to speak with white students but seemed to deliberately avoid this African-American student’s attempt to engage in conversation. This persistent student said that he almost had to “corner the recruiter” to have his questions addressed.

Overall, however, the study findings do not offer any evidence that USG views or gives the appearance of viewing African-American males negatively. But as highlighted earlier in this report, there was a definite awareness of racial issues on some predominantly white campuses. Incidents such as these clearly caused some of the study participants to raise questions about the attitude, image and awareness of USG as a hospitable environment for African-American males seeking a college education.

Recommendation: Strengthen existing USG programs – and expand such programs as necessary – to more effectively address diversity/cross-cultural understanding both inside and outside the classroom.

Recommendation: As part of a comprehensive public awareness campaign, review recruitment materials and strategies in USG institutions and offer concrete, thoughtful and deliberate guidance on how to reach African-American males. Work with African-American males currently enrolled in USG institutions to solicit their input when creating recruitment and marketing materials designed to appeal to African Americans.

MAKING A USG EDUCATION MORE ATTRACTIVE

When study participants were asked to select from a list of factors – mentors, financial aid, tutors, or academic advisors – that would make college education more attractive to African-American males, the most frequent answer was mentors, followed closely by financial aid. However, among African-American male USG students themselves, financial assistance outranked mentors by a wide margin (33 percent to 23 percent). [See Table 8]

Another set of questions asked study participants which factors would be most likely to help African-American males do well academically in college. In this series of questions, they rated financial assistance as most important – but in a striking contrast, the USG faculty and staff cohort rated financial assistance as *least* important. [See Table 9]

Among the potential USG students in the study, a consistent incentive to pursue an education at a USG institution was the comparatively lower cost of attending a state

college or university, coupled with the availability of the HOPE scholarship. [See Table 10]

Current students, USG graduates, and a significant number of aspiring African-American male students also recognized the prestige and the earning potential associated with a diploma from certain USG institutions, notably UGA, Georgia Tech and Georgia State.

Recommendation: As part of a wide-ranging public awareness campaign, establish effective public/private partnerships with Georgia businesses and other entities (non-profit organizations, USG alumni groups, teacher/parent organizations, and government agencies) to introduce African-American males to the many opportunities available to them when they have a college degree.

SUMMARY OF FINDINGS

The research conducted in this study included both qualitative and quantitative approaches to exploring African-American males' attitudes about seeking a college education. In both its qualitative and quantitative dimensions, the research was two-fold: Researchers asked the study subjects themselves and the adults around them a series of provocative questions about what might make college more appealing, more desirable, or feasible for this population group. All study participants were also asked specifically about their views about African-American males' impressions of and knowledge about the USG.

The research revealed that neither African-American males nor their parents have positive perceptions about being prepared for college (a process that may begin as early as 6th grade via curriculum choices). Findings in this study indicate that the low college enrollment rate among African-American males generally – and at USG institutions specifically – correlates strongly to certain real and/or perceived barriers arising in several overlapping areas. These areas are summarized below.

Barriers to Enrollment and Retention

Family dynamics. According to study participants, parental expectations, lack of parental involvement with sons' schooling, and sibling rivalry with a more successful sister can all be factors that combine to discourage African-American males from pursuing higher education.

High-school academic and disciplinary experiences. Many African-American male students attributed their lack of interest in college to a litany of problems in high school: poor high-school academic performance, lack of college preparatory courses, low SAT scores, inequitable treatment by guidance counselors and teachers, harsh or “double-standard” discipline aimed at African-American males, and little involvement or role-modeling by African-American male educators.

Financial considerations. Study participants cited serious concerns that African-American males are often unable to afford college, either because their parents cannot afford it or because they themselves have family financial obligations. These concerns were exacerbated by an apparent lack of knowledge about available financial assistance for college.

The social environment. Peer influence and a general lack of understanding about the “big picture” or long-term benefits of obtaining a college degree led many African-American males in the study to give up on the idea of a college education early on in their educational lives. The fear of failure resonated strongly with many study participants.

Barriers to retention included inadequate secondary-school preparation, resulting in an excessive number of remedial courses; personal immaturity, as reflected in lack of self-discipline, time management problems, and fears of being away from home for the first time; financial concerns; and feelings of ethnic alienation for those African-American males on predominantly white campuses.

African-American Males’ Views of the University System of Georgia

The research findings in this study indicate that as a group, African-American males are largely uninformed about the University System of Georgia and its individual institutions.

Awareness of the System. The USG was rarely referenced by study participants as a comprehensive statewide system offering a variety of educational experiences. Rather, study respondents focused on individual institutions in their communities.

Recruiting Efforts. Study participants were largely unimpressed by USG recruitment materials and strategies – when available. Many focus group participants and survey respondents said they had never seen recruitment materials from USG institutions, even in their own communities.

Making a USG College Education More Attractive

Study participants were asked to identify factors that would make a college education more attractive to African-American males. In addition to broad, long-range efforts such as changing the “image” of going to college and improving African-American males’ experiences throughout the K-12 pipeline, respondents felt that effective mentoring programs and more financial aid were key ingredients to making a USG education more appealing.

SUMMARY OF RECOMMENDATIONS

When viewed as a whole, the findings of this study support two troubling themes regarding African-American males and college: For a variety of inter-related reasons, this population group suffers disproportionately from

- (1) inadequate academic preparation for applying to and entering college due to ill-informed and uninvolved parents, indifferent or disengaged teachers, perceived disciplinary issues, and
- (2) a general lack of awareness of and information about – and in many cases, a peer-driven bias against – many aspects of college-level academic achievement, including its value in the job market, academic preparation and admission requirements, the availability of financial assistance and general affordability of college, and the life-time rate of return on a college degree.

To address these two categories of concerns, the research team offers two broad-based recommendations, under which the numerous specific recommendations highlighted earlier can be more readily addressed.

The Need for System-Level Oversight

Priority Recommendation One: The University System of Georgia should create an organizational entity at the System level to coordinate, oversee, advocate for, and ensure the effectiveness of programs that address the barriers to enrolling African-American male students in college in general and in USG institutions in particular.

At present, there are various programs and initiatives throughout the System (and throughout the state's K-12 system as well) that touch on many of the issues relative to African-American male students at risk. However, it is painfully evident that if expanded

college enrollment is the USG goal for this population group, existing programs are for the most part ineffective, unrecognized, or under-utilized. A System-level effort to focus on African-American male college enrollment would serve as a vehicle to coordinate and implement a variety of directed, measurable initiatives – and such an effort could be structured so as to be accountable and to deliver long-term, measurable results.

Just as corporate human resources departments often have offices of workforce diversity, many college campuses nationwide have offices or personnel specifically charged with overseeing matters of concern to distinct population segments such as minority students, female students (gender equity, sexual harassment, etc.), international students, gay/lesbian/bisexual students, etc. A System-level effort devoted to the critical problems of African-American males is necessary if the Board of Regents is to meet its commitment to this segment of Georgia youth.

This Board of Regents entity would be responsible for overseeing a host of K-12 pipeline initiatives, academic preparation initiatives, retention/continuous education initiatives, and public/private partnerships. Specific initiatives this office might undertake are identified previously in other recommendations as summarized here:

Recommendation: Create an effective pipeline initiative to track potential and pending problems with African-American male students through their K-12 experience.

Recommendation: Provide African-American male students with support services throughout the K-12 pipeline, such as mentoring, career planning assistance, and college preparatory services such as targeted college admissions and testing guidance.

Recommendation: Implement programs, including incentives and consciousness-raising workshops, to encourage teachers, guidance counselors, and administrators to work toward increasing the number of African-American male students in college preparatory courses and extracurricular SAT preparation sessions.

Recommendation: Create a sustained program of training, informational sessions, public awareness, and possibly incentives for high-school guidance counselors to improve their skills in guiding and preparing African-American males for college admission.

Recommendation: Develop effective programs through which African-American male college students serve as mentors to African-American male high-school juniors and seniors.

Recommendation: Create more opportunities for college-bound students to participate in summer enrichment programs housed on college campuses, in order to enhance African-American males' academic and social/independent living skills.

Recommendation: Increase efforts to target and recruit African-American male teachers and counselors to serve in K-12 schools, especially in areas where such individuals are under-represented compared to the student population.

As is evident from the range of these recommendations and their organizational requirements, effective strategies for addressing the needs of African-American male students must be coordinated among many constituencies, all with differing internal priorities. Therefore, a System-level approach, with System-level guidance and accountability, would seem to be the most likely approach to success.

The Need for Public Awareness

Priority Recommendation Two: Create a targeted communications campaign, using a variety of media and grassroots approaches, to inform and excite African-American males and those who influence them about the

economic, social, and personal value – and the attainability – of a college education.

Because of the unique socio-cultural environment that shapes many African-American males' self-perceptions, a strong public awareness campaign, delivered over a sustained period of time and using a variety of delivery methods, will be an essential component of this initiative. Ideally, the public relations and marketing team charged with this effort will work closely with or under the supervision of the proposed System-level post devoted exclusively to the African-American male initiative.

Among other goals, such a public awareness campaign should identify and reach the full range of "influencers" and constituencies involved in African-American males' decisions about college: peers (both those in school and those who have dropped out); parents; middle-school and high-school educators, including guidance counselors, administrators, and coaches; currently enrolled African-American male college students; African-American male alumni; and college recruitment personnel, to name a few.

Throughout the campaign, the messages should seek to emphasize the economic value of a college education in a manner designed to appeal to African-American males; educate them about the economic opportunities lost without a college education; emphasize the importance of doing well in secondary school from an early age; encourage parental involvement in their sons' educations; remind educators themselves to attend more closely to the needs of African-American male students; and lay to rest widespread myths that a college education is not affordable to African-American males unless they are superior athletes.

Among other charges, the public awareness campaign would target these specific, previously described recommendations:

Recommendation: Through a variety of public awareness and communications efforts, encourage African-American parents to become significant partners with their sons to ensure that sons receive adequate, college-prep-oriented academic guidance and positive reinforcement.

Recommendation: Target borderline African-American male students with incentives to participate in college preparation activities and to “take ownership” of their own college preparation at an early age.

Recommendation: Through public awareness and communications efforts among targeted audiences, inform African-American males and their parents about sources for financial assistance in attending college.

In considering a public awareness campaign, it is interesting to note that contrary to popular belief, most study participants observed that neither African-American clergy nor African-American sports/celebrity figures were perceived as especially credible spokespersons regarding the value of a college education. Rather, currently enrolled or recently graduated African-American males were perceived as more persuasive and down-to-earth. In short, those in the study indicated a quite practical and open-minded attitude to listening to messages about college – if those messages were delivered in a manner and by spokespeople they felt they could believe and to whom they could relate.

CONCLUSION: A CALL FOR CHANGE

The University System of Georgia's African-American Male Initiative represents both a tremendous challenge and a tremendous opportunity to change the lives of thousands of African-American males.

At this juncture in the life of the University System, the Board of Regents has stepped forward to a new level of leadership with a public commitment to ensure that all young Georgians have the opportunity to avail themselves to an affordable, available, high-quality college education.

The findings in this study provide ample evidence that the problems perceived by African-American males in pursuing a college education are genuine and pervasive, socially and economically disturbing — and yet, are capable of being changed.

There is no time better than the present to begin a comprehensive effort toward that change, and the Board of Regents seems poised to assume national leadership on this challenging issue.

APPENDICES

Appendix A: Tables 1-10

Table 1

Question: Which one individual plays or played the most positive role in determining your career path? [Researcher reads list.]

	Not college bound 18-25 year old African-American males	College freshmen and sophomores	USG Graduates
The high school principal	2%	4%	-
The high school teacher	8%	18%	19%
The high school athletic coach	12%	5%	8%
The high school guidance counselor	6%	5%	4%
Parents/guardian	61%	68%	69%
Other individual	11%	-	-
Total Respondents	103	100	75

Table 2

Question: What is the likelihood that you will enroll in a college or university?

	High school juniors and seniors	Not college bound 18-25 year old African-American males
Extremely likely	67%	39%
Somewhat likely	19%	20%
Might or might not	5%	10%
Somewhat unlikely	6%	16%
Extremely unlikely	3%	15%
Total Respondents	100	103

Table 3

Question: During high school, which of the following individuals plays or played a positive role in determining your academic career path?

	Not college bound 18-25 year old African-American males	College freshmen and sophomores	USG Graduates
The high school principal	9%	11%	10%
The high school teacher	20%	24%	28%
The high school athletic coach	16%	14%	11%
The high school guidance counselor	10%	15%	15%
Parents/guardian	39%	36%	36%
Other individual	6%	-	-
Total Respondents	103	100	75

Table 4

Question: Which one individual plays or played the most positive role in determining your career path? READ LIST

	Not college bound 18-25 year old African-American males	College freshmen and sophomores	USG Graduates
The high school principal	2%	4%	-
The high school teacher	8%	18%	19%
The high school athletic coach	12%	5%	8%
The high school guidance counselor	6%	5%	4%
Parents/guardian	61%	68%	69%
Other individual	11%	-	-
Total Respondents	103	100	75

Table 5

Questions:

Educators and Guidance Counselors:

What are the issues that could most likely get in the way of your typical African-American male student entering any college?

High school juniors and seniors and Not college bound 18-25 year old African-American males:

What are the issues that could seriously get in the way of you entering any college?

Parents:

What are the issues that could seriously get in the way of your son entering any college?

	High school juniors and seniors	Not college bound 18-25 year old African-American males	Parents	Educators and Guidance Counselors
The cost	50	58	26	30
Low grades	15	8	10	25
Low SAT scores	15	13	49	19
Insufficient college prep courses	10	13	7	14
Other issues	11	8	8	12
Total Respondents	100*	103	100	100

Table 6

Question: Which of these impressions about college life is most appealing?

	High school juniors and seniors	Not college bound 18-25 year old African-American males
Difficult subjects	-	3*
Having fun	19%*	16
Having to spend lots of time studying	2	3
Learning subjects not covered in high school	10	5
Being away from home	12	5
Being on your own	16	7
Meeting new and different people	17	15
Prepares you achieve career goals	25	25
Prepares you to achieve financial security	17	22
Total Respondents	100	100

* Adds to more than 100% due to multiple mentions

Table 7

Question: How would you describe an African-American male student's knowledge about the University System of Georgia, the 34 State of Georgia public colleges and universities?

	Know about it extremely well	Know about it somewhat	Know very little about it	Know nothing at all about it
18-25 year olds	2%	16%	63%	16%
High School Juniors & Seniors	7%	23%	57%	13%
College Freshmen & Sophomores	10%	28%	52%	10%
Parents	7%	23%	46%	24%
Educators/Guidance Counselors	3%	23%	69%	6%
USG Faculty/Staff	2%	21%	69%	8%

Table 8

Question: "How effective are USG colleges and universities at recruiting African-American males?"

	Very Effective	Somewhat Effective	Neither Effective/Ineffective	Somewhat Ineffective	Very Ineffective
18-25 year olds	10%	33%	25%	12%	20%
High School Juniors & Seniors	8%	52%	18%	15%	7%
College Freshmen & Sophomores	7%	40%	29%	10%	14%
Parents	14%	35%	25%	16%	10%
Educators/Guidance Counselors	1%	31%	29%	17%	12%
USG Graduates	8%	31%	35%	15%	12%
USG Faculty/Staff	13%	48%	24%	11%	4%

Table 9

Question:

When asked which of the following could be done to increase young African-American males' interest in attending and completing college, the various segments responded as follows:

	Mentors	Financial Assistance	Tutors	Academic Advisors
18-25 year olds	35%	34%	16%	15%
High School Juniors & Seniors	30%	26%	16%	25%
College Freshman & Sophomores	23%	33%	21%	22%
Parents	38%	23%	21%	18%
Educators/Guidance Counselors	34%	25%	16%	22%
USG Graduates	28%	27%	21%	23%
USG Faculty/Staff	38%	21%	18%	19%

Table 10

Question: What assistance should be provided so that young African-American males will do well academically in college?

	Mentors	Financial Assistance	Tutors	Academic Advisors
18-25 year olds	21%	30%	23%	26%
High School Juniors & Seniors	21%	20%	27%	30%
College Freshman & Sophomores	18%	35%	23%	24%
Parents	27%	22%	25%	25%
Educators/Guidance Counselors	26%	24%	24%	26%
USG Graduates	25%	31%	25%	17%
USG Faculty/Staff	34%	16%	25%	22%

Appendix B: Moderator's Guides

USG Freshmen & Sophomores Focus Group: Moderator's Guide

USG Faculty & Staff One-on-One: Moderator's Guide

USG High School Students & 18-25 Males Focus Group: Moderator's Guide

USG Focus Group: Moderator's Guide

USG
Freshmen & Sophomores
Focus Group
Moderator's Guide

Introduction

Welcome statement to the respondents and gratitude for their participation.

Statement of the focus group protocol

- Free discussion of issues
- All have point of view and encouraged to share opinions
- Sessions are being recorded and (if room has a one-way mirror) viewed
- Introduction of panelists
 - Name
 - Academic level
 - Job description (if applicable)
 - What is the highest level of education of your parents?
 - In what situations are you most comfortable? Who with?
 - In high school what were the number of
 - Female to male teachers
 - African-American to Caucasian teachers
 - **How did you feel about your high school teachers?**
 - **Trust them?**

Attitude Toward and Image of College and Barriers to Admission

As you were growing, up what were the different things you wanted to be or do in life?

How do you think the typical African-American male high school junior or senior views a college education?

- What do they see as the benefits of obtaining a college degree?
- What are the specific hindrances to them obtaining a college degree?

What are the major things that determine if an individual goes to college or not?

How does the attitude of friends influence whether or not individuals your age go to college? Or go to a specific college or university?

Is getting an education considered “cool” or not? What is “cool”? Can going to college be considered “cool”? How?

How are smart people looked at? Are they “cool”?

How does an individual prepare for college?

What are the greatest barriers for eligible students to gain admission to college in Georgia?

How, if at all, are those barriers different by regions within the state of Georgia? Which regions are most difficult? How? Why?

How do the barriers differ in other states?

How do the barriers differ by:

- Race of the individual
- Gender
- Income

What other factors affect the admission of qualified individuals into college?

What specific barriers are there to the admission of African-Americans into college?

What particular barriers are associated with the admission of African-American males into college?

What specific barriers are there to gaining admission to a University System of Georgia college or university?

What specific barriers are there for an African-American male to be admitted to a University System of Georgia college or university?

Barriers to Retention

Once accepted into college or university what specific challenges are there to succeeding and eventually graduating students in Georgia?

How does that apply to graduating students from USG colleges and universities?

What specific barriers are there to graduating African-American male students from a USG college or university?

Attitude Towards Target Segment

How does the USG view African-Americans as potential students?

What does the USG think of African-American males as potential students?

What, if anything, does USG do to recruit African-American students?

What, if any, particular efforts does USG do to recruit African-American male students?

- What recruiting programs are there?

How effective is USG in recruiting African-American male students?

- What makes you think that?

How knowledgeable is USG about African-Americans to effectively recruit these students?

How could USG become more knowledgeable about African-American males to enhance their recruiting of them?

Once in the USG as students, how are African-American male students treated?

What, if anything, does the USG do to enhance the likelihood of African-American male students graduating?

What could USG do to improve the graduation rate of African-American male students?

Attitude Toward and Image of USG

How do you think the typical African-American male high school junior or senior views USG institutions?

- What do they like most about USG colleges and universities?
- What do they like least?

Which of the various colleges and universities in the USG are most appealing to African-American male high school juniors and seniors?

- What makes you think that way?

What other colleges and universities would be more preferred to attending a USG institution?

- What is it about those institutions that makes these high school juniors and seniors feel that way?

Attitude Toward USG and Its Recruitment Programs

What are the unique aspects of a USG education that might be particularly appealing to African-American males?

What are ways that USG could market itself as the educational system of choice to the African-American males?

What could USG say and do to become more attractive to potential African-American male students?

Reaction to Current Recruitment

What do you recall seeing or hearing that relates to USG recruitment programs and initiatives?

What did you particularly like about those USG recruitment programs or initiatives?

Which, if any, of those USG recruitment programs or initiatives were specifically intended for African-American students?

EXPOSE TARGET RECRUITMENT PROGRAMS/INITIATIVES

Do you recall seeing/ hearing this? Where? When?

How do you feel about this recruitment program / initiative?

What do you like most about it? Least?

RECOMMENDED MOTIVATORS/INFLUENCERS

What individuals do African-American males 18-25 years of age view as authority figures and role models?

Which of these individuals would be effective in communicating a motivating message on pursuing an education at USG to the African-American target?

- Why would these individuals be particularly effective?

How could the influence of these key individuals be leveraged to positively impact the pursuit and attainment of a college degree by African-American males throughout the USG?

What are some recommendations on what initiatives could be undertaken to realize USG's goal of enrolling, retaining and graduating more African-American males?

MEDIA

What are the information sources young men such as you use or have used when starting to evaluate going to college?

What about your use of:

- Library
- Internet
- Magazines
- Guidance counselors
- Other sources

Wrap up

USG
Faculty and Staff
One-on-One
Moderator's Guide

Introduction

Welcome statement to the respondents and gratitude for their participation.

Statement of the focus group protocol

- Free discussion of issues
- All have point of view and encouraged to share opinions
- Sessions are being recorded and (if room has a one-way mirror) viewed
- Introduction of panelists
 - Name
 - Job description / Academic level

ONLY ASK OF: "Influencers"

What involvement do you have in influencing the pursuit of a college education by qualified individuals?

In what ways do you become involved in directing the individual(s) regarding getting a college education?

What are the issues that you have to address regarding the pursuit of a college education?

Which of those issues are most positive? Negative?

Which segments of the population are most affected by these issues? Least?

How do you recommend they cope with the specific issues that impact their pursuit of a college education?

What involvement have you had in influencing African-American students to pursue a college education?

How, if at all, do you position the need for a college education to African-American males?

Barriers to admission

What are the greatest barriers for eligible students to gain admission to college in Georgia?

How, if at all, are those barriers different by regions within the state of Georgia? Which regions are most difficult? How? Why?

How do the barriers differ in other states?

How do the barriers differ by:

Race of the individual

Gender

Income

What other factors affect the admission of qualified individuals into college?

What specific barriers are there to the admission of African-Americans into college?

What particular barriers are associated with the admission of African-American males into college?

What specific barriers are there to gaining admission to a University System of Georgia college or university?

What specific barriers are there for an African-American male to be admitted to a University System of Georgia college or university?

Barriers to Retention

Once accepted into college or university what specific challenges are there to succeeding and eventually graduating students in Georgia?

How does that apply to graduating students from USG colleges and universities?

What specific barriers are there to graduating African-American male students from a USG college or university?

Attitude Toward and Image of College and USG Specifically

How do you think the typical African-American male high school junior or senior views a college education?

What do they see as the benefits of obtaining a college degree?

What are the specific hindrances to them obtaining a college degree?

How do you think the typical African-American male high school junior or senior views USG institutions?

Do they distinguish between USG and individual USG institutions?

What do they like most about USG colleges and universities?

What do they like least?

Attitude Toward USG and Its Recruitment Programs

What are the unique aspects of a USG education that might be particularly appealing to African-American males?

What are ways that USG could market itself as the educational system of choice to the African-American males?

What could USG say and do to become more attractive to potential African-American male students?

Wrap up

USG High School Students And 18-25 Males Focus Group Moderator's Guide

Introduction

Welcome statement to the respondents and gratitude for their participation.

Statement of the focus group protocol

- Free discussion of issues
- All have point of view and encouraged to share opinions
- Sessions are being recorded and (if room has a one-way mirror) viewed
- Introduction of panelists
 - Name
 - Highest level of education achieved
 - IF NOT IN HIGH SCHOOL What is your current occupation?
 - What future academic interest do you have?
 - What is the highest level of education of your parents?
 - In what situations are you most comfortable? Who with?
 - What are the number of
 - Female to male teachers
 - African-American to Caucasian teachers
 - How do you feel about your teachers?
 - Trust them?

Attitude Toward and Image of College and Barriers to Admission

As you were growing up what were the different things you want to be or do in life?

How do you think the typical African-American male high school junior or senior views a college education?

What do they see as the benefits of obtaining a college degree?

What are the specific hindrances to them to obtaining a college degree?

What are the major things that determine if an individual goes to college or not?

How does the attitude of friends influence whether or not individuals your age go to college? Or go to a specific college or university?

Is getting an education considered “cool” or not? What is “cool”? Can going to college be considered “cool”? How?

How are smart people looked at? Are they “cool”?

How does an individual prepare for college?

What, if any, are the problems most men your age face in gaining admission into a college in the State of Georgia?

How, if at all, are those problems different by the different areas or cities within the state of Georgia? Which Georgia areas or cities offer the most problems in gaining admission to college? How? Why?

What do you know about the problems of gaining college admission for men such as yourself in other states?

How do the problems differ by:

Race of the individual

Gender

Income

What other issues effect the admission of qualified individuals into college?

What specific problems are there to the admission of African-Americans into college?

What particular problems are associated with the admission of African-American males into college?

What specific problems are there to gaining admission to a University System of Georgia college or university?

What specific problems are there for an African-American male to be admitted to a University System of Georgia college or university?

Barriers to Retention

Once accepted into college or university what specific challenges are there to succeeding and eventually graduating students in Georgia?

How does that apply to graduating students from USG colleges and universities?

What specific problems or difficulties are there to graduating African-American male students from a USG college or university?

Attitude Toward Target Segment

How does the USG view African-Americans as potential students?

How does the USG think of African-American males as potential students?

What, if anything, does USG do to recruit African-American students?

What, if any, particular efforts does USG do to recruit African-American male students?

What recruiting programs are there?

How successful is USG in recruiting African-American male students?

What makes to think that?

How well does USG know African-Americans be successful in recruiting them as students?

How could USG become more knowledgeable about African-American males to be better able to recruit them?

Once in the USG as students, how are African-American male students treated?

What, if anything, does the USG do to improve the likelihood of African-American male students graduating?

What could USG do to improve the graduation rate of African-American male students?

Attitude Toward and Image of USG

How do you think the typical African-American male high school junior or senior views USG institutions?

What do they like most about USG colleges and universities?

What do they like least?

Which of the various colleges and universities in the USG are most appealing to African-American male high school juniors and seniors? What makes you think that way?

What other colleges and universities would be more preferred to attending a USG institution?

What is it about those institutions that makes these high school juniors and seniors feel that way?

Attitude Toward USG and Its Recruitment Programs

What is particularly special about a USG education that might be particularly appealing to African-American males?

What could USG say and do to become more attractive to potential African-American male students?

Reaction to Current Recruitment

What do you recall seeing or hearing that relates to USG recruitment programs and initiatives?

What did you particularly like about those USG recruitment programs or initiatives?

Which, if any, of those USG recruitment programs or initiatives were specifically intended for African-American students?

EXPOSE TARGET RECRUITMENT PROGRAMS/INITIATIVES

Do recall seeing/ hearing this? Where? When?

How do feel about this recruitment program / initiative?

What do you like most about it? Least?

RECOMMENDED MOTIVATORS/INFLUENCERS

What individuals do African-American males 18-25 years of age view as authority figures and role models?

Who are your role models?

Have they always been your role models?

Who were some role models when you were younger? When? Why then?

Which of these individuals would be effective in communicating a motivating message on pursuing an education at USG to the African-American target?

Why would these individuals be particularly effective?

How could a message from these key individuals be used to motivate African-American males to pursue and attain a college degree throughout the USG?

What can be done to increase enrollment, retention and graduation of more African-American males for USG?

MEDIA

Have you ever heard of:

HOPE

GA EASY

PREP

What are the information sources young men such as you use or have used when starting to evaluate going to college?

What about your use of:

Library

Internet

Magazines

Guidance counselors

Other sources

Wrap up

USG
Focus Group
Moderator's Guide

Introduction

Welcome statement to the respondents and gratitude for their participation.

Statement of the focus group protocol

- Free discussion of issues
- All have point of view and encouraged to share opinions
- Sessions are being recorded and (if room has a one-way mirror) viewed
- Introduction of panelists
 - Name
 - Job description / Academic level

ONLY ASK OF: "Influencers"

What involvement do you have in influencing the pursuit of a college education by qualified individuals?

In what ways do you become involved in directing the individual(s) regarding getting a college education?

What are the issues that you have to address regarding the pursuit of a college education?

Which of those issues are most positive? Negative?

Which segments of the population are most affected by these issues? Least?

How do recommend they cope with the specific issues that impact their pursuit of a college education?

What involvement have you had in influencing African-American students to pursue a college education?

How, if at all, do you position the need for a college education to African-American males?

Barriers to admission

What are the greatest barriers for eligible students to gain admission to college in Georgia?

How, if at all, are those barriers different by regions within the state of Georgia? Which regions are most difficult? How? Why?

How do the barriers differ in other states?

How do the barriers differ by:

Race of the individual

Gender

Income

What other factors affect the admission of qualified individuals into college?

What specific barriers are there to the admission of African-Americans into college?

What particular barriers are associated with the admission of African-American males into college?

What specific barriers are there to gaining admission to a University System of Georgia college or university?

What specific barriers are there for an African-American male to be admitted to a University System of Georgia college or university?

Barriers to Retention

Once accepted into college or university what specific challenges are there to succeeding and eventually graduating students in Georgia?

How does that apply to graduating students from USG colleges and universities?

What specific barriers are there to graduating African-American male students from a USG college or university?

Attitude Toward Target Segment

How does the USG view African-Americans as potential students?

How does the USG think of African-American males as potential students?

What, if anything, does USG do to recruit African-American students?

What, if any, particular efforts does USG make to recruit African-American male students?

What recruiting programs are there?

How effective is USG in recruiting African-American male students?

What makes to think that?

How knowledgeable about African-Americans is USG to effectively recruit these students?

How could USG become more knowledgeable about African-American males to enhance their recruiting of them?

Once in the USG as students, how are African-American male students treated?

What, if anything, does the USG do to enhance the likelihood of African-American male students graduating?

What could USG do to improve the graduation rate of African-American male students?

Attitude Toward and Image of college and USG Specifically

How do you think the typical African-American male high school junior or senior views a college education?

What do they see as the benefits of obtaining a college degree?

What are the specific hindrances to them to obtaining a college degree?

How do you think the typical African-American male high school junior or senior views USG institutions?

What do they like most about USG colleges and universities?

What do they like least?

Which of the various colleges and universities in the USG, are most appealing to African-American male high school juniors and seniors? What makes you think that?

What other colleges and universities would be more preferred to attending a USG institution?

What is it about those institutions that makes these high school juniors and seniors feel that way?

Attitude Toward USG and its Recruitment Programs

What are the unique aspects of a USG education that might be particularly appealing to African-American males?

What are ways that USG could market itself as the educational system of choice to the African-American males?

What could USG say and do to become more attractive to potential African-American male students?

Reaction to Current Recruitment

What do you recall seeing or hearing that relates to USG recruitment programs and initiatives?

What did you particularly like about those USG recruitment programs or initiatives?

Which, if any, of those USG recruitment programs or initiatives were specifically intended for African-American students?

EXPOSE TARGET RECRUITMENT PROGRAMS/INITIATIVES

Do recall seeing/ hearing this? Where? When?

How do feel about this recruitment program / initiative?

What do you like most about it? Least?

RECOMMENDED MOTIVATORS/INFLUENCERS

What individuals do African-American males 18-25 years of age view as authority figures and role models?

Which of these individuals would be effective in communicating a motivating message on pursuing an education at USG to the African-American target?

Why would these individuals be particularly effective?

How could the influence of these key individuals be leveraged to positively impact the pursuit and attainment of a college degree by African-American males throughout the USG?

What are some recommendations on what initiatives could be undertaken to realize USG's goal of enrolling, retaining and graduating more African-American males?

Appendix C: Research Instruments

USG One-on-One Interview Guide

Parents Telephone Research Questionnaire

USG Graduates Telephone Research Questionnaire

Males 18-25 Telephone Research Questionnaire

High School Students, College Freshmen & Sophomores Telephone Research Questionnaire

Educators and Guidance Counselors Telephone Research Questionnaire

USG One-on-One Interview Guide

Introduction

Welcome statement to the respondents and gratitude for their participation.

Statement of the focus group protocol:

- Free discussion of issues
- Encouraged to share your opinions
- Session is being recorded
- Name, job description, etc.

What involvement do you have in influencing the pursuit of a college education by qualified individuals?

In what ways do you become involved in directing the individual(s) regarding getting a college education?

What are the issues that you have to address regarding the pursuit of a college education?

Which of those issues are most positive? Negative?

Which segments of the population are most affected by these issues? Least?

How do you recommend they cope with the specific issues that impact their pursuit of a college education?

What involvement have you had in influencing African-American students to pursue a college education?

How, if at all, do you present the need for a college education to African-American males?

Barriers to admission

What are the greatest barriers for eligible students to gain admission to college in Georgia—and then to a University System of Georgia college or university?

How do the barriers differ by:

Race of the individual

Gender

Income

What specific barriers are there for an African-American male to be admitted to a University System of Georgia college or university?

Barriers to Retention

What specific barriers are there to graduating African-American male students from a USG college or university?

Once in the USG as students, how are African-American male students treated?

What, if anything, does the USG do to enhance the likelihood of African-American male students graduating?

What could USG do to improve the graduation rate of African-American male students?

Attitude Toward Target Segment

How does the USG think of African-American males as potential students?

What, if any, particular efforts does USG do to recruit African-American male students?
-What recruiting programs are there?

How effective is USG in recruiting African-American male students?
-What makes you think that?

How knowledgeable about African-Americans is USG to effectively recruit these students?

How could USG become more knowledgeable about African-American males to enhance their recruiting of them?

Attitude Toward and Image of college and USG specifically:

How do you think the typical African-American male high school junior or senior views a college education?

What do they see as the benefits of obtaining a college degree?

What are the specific hindrances to them to obtaining a college degree?

How do you think the typical African-American male high school junior or senior views USG institutions?

- What do they like most about USG colleges and universities?
- What do they like least?

Which of the various colleges and universities in the USG are most appealing to African-American male high school juniors and seniors?
-What makes you think that way?

What other colleges and universities would be more preferred to attending a USG institution?

-What is it about those institutions that makes these high school Juniors and Seniors feel that way?

RECOMMENDED MOTIVATORS/INFLUENCERS

What individuals do African-American males 18-25 years of age view as authority figures and role models?

Which of these individuals would be effective in communicating a motivating message on pursuing an education at USG to the African-American target?

-Why would these individuals be particularly effective?

How could the influence of these key individuals be leveraged to positively impact the pursuit and attainment of a college degree by African-American males throughout the USG?

What are some recommendations on what initiatives could be undertaken to realize USG's goal of enrolling, retaining and graduating more African-American males?

Wrap up

PARENTS TELEPHONE RESEARCH QUESTIONNAIRE

Good morning/afternoon/evening, my name is _____ of Paul A. Warner Associates, Inc. We are conducting a survey of African-American males between 18-25, parents of African-American males who are in the sixth grade or above, educators in high schools and University System of Georgia graduates regarding their attitudes and opinions about higher education. Please be assured that this is only a survey and we are not trying to sell you anything. I know how valuable your time is, so this survey will take no longer than fifteen minutes. May I please speak with _____. IF RESPONDENT IS NOT AVAILABLE, DETERMINE A TIME AND DATE WHEN HE WILL BE AT THIS NUMBER. CALL BACK DATE _____ TIME _____ AM/PM

1. To be certain that we are speaking with the right individuals, which of the following describes you? READ LIST

You are the parent of an African-American male who is in the sixth grade or above.....	1	CONTINUE
You are a teacher but not a guidance counselor of male students in the sixth grade or above.....	}	2 GO TO "EDUCATORS and GUIDANCE COUNSELORS" QUESTIONNAIRE.
You are a guidance counselor of male students in the sixth grade or above.....		
You are an African-American male age 18-25 who is not currently enrolled in a higher education institution.....	4	GO TO "MALES 18-25" QUESTIONNAIRE
You are a graduate of the University System of Georgia.....	5	GO TO "USG GRADUATE" QUESTIONNAIRE
None of the above.....	6	THANK AND TERMINATE

2. What is your son's current grade level? (READ LIST)

Less than 6th Grade.....	1	THANK AND TERMINATE
6 th to 8 th Grade.....	2	
9 th to 10 Grade.....	3	
High school Junior (11th Grade).....	4	
High school Senior (12th Grade).....	5	
Graduated high school but not in college.....	6	} Skip to Q 4
Did not graduate from high school and not in school.....	7	
Attending technical school.....	8	
Freshman in college.....	9	
Sophomore in college.....	10	
Junior or above in college.....	11	THANK AND TERMINATE

3. IF CURRENTLY IN SCHOOL ASK: Is your son currently attending a public or private school?

Public school	1
Private school	2

4. What is the highest level of education you personally have achieved?

- Less than a high school graduate..... 1
- Graduated high school..... 2
- Attending technical school..... 3
- Attended college..... 4
- Graduated college..... 5

5. Which of the following colleges or universities is closest to where you live? READ LIST

- Albany State University..... 1
- Augusta State University..... 2
- Coastal Georgia Community College..... 3
- Georgia Perimeter College..... 4
- Georgia Southern University..... 5
- Georgia State University..... 6
- Macon State College..... 7
- University of Georgia..... 8
- Don't know..... 9

IF SON CURRENTLY IN 6TH TO 10TH GRADE IN Q2 CONTINUE

IF SON NOT CURRENTLY IN 6TH TO 10TH GRADE IN Q2 SKIP TO Q 8a

6. Which of the following individuals plays a positive role in determining you son's academic career path? READ LIST

7a. Which one individual plays the most positive role in determining your son's academic career path? READ LIST OF THOSE MENTIONED IN Q.6 but ACCEPT ONLY ONE RESPONSE

	<u>Q6</u>	<u>Q7a</u>
The school principal.....	1	1
Your son's teachers.....	2	2
Your son's athletic coach.....	3	3
Your son's guidance counselor.....	4	4
You, the parent or guardian and /or your spouse	5	5
Other Specify.....	6	6

7b. Why do you feel that way about (PERSON MENTIONED IN Q7a)? _____

PROBE _____

8a. What, if anything, have you done to influence your son toward getting a college education? _____

8b. Have you ever had any discussions with your son's teachers or guidance counselors regarding the courses he will need to enter college?

- Yes 1 CONTINUE
- No 2 SKIP TO Q9a

8c. Which one of the following statements best describes how knowledgeable you are about how to successfully guide your son's education so he will enter college? READ STATEMENTS

- | | |
|--|---|
| You know all you need to know and do not need any assistance | 1 |
| You know a fair amount and do not need assistance | 2 |
| You know a little and could use some assistance | 3 |
| You know nothing and will seek some assistance | 4 |

9a. At what age do you remember your son first seriously discussing what career he wanted? _____

9b. What career was your son considering at age Q9a? _____

9c. What career has your son most recently considered? _____

9d. How likely do you think your son will be to achieve Q9c as a career goal? READ LIST

- | | |
|-------------------------|---|
| Extremely likely..... | 1 |
| Somewhat likely..... | 2 |
| Might or might not..... | 3 |
| Somewhat unlikely..... | 4 |
| Extremely unlikely..... | 5 |

IF SON NOT CURRENTLY IN COLLEGE IN Q.3 CONTINUE WITH Q10a.

IF SON IS CURRENTLY IN COLLEGE IN Q.3 SKIP TO Q 16a

10a. What is the likelihood that your son will enroll in a college or university? READ LIST

10b. IF "EXTREMELY", "SOMEWHAT" OR "MIGHT OR MIGHT NOT" IN Q10a ASK: What is the likelihood that your son will enroll in a public college or university in the State of Georgia? READ LIST

10c What is the likelihood that your son will enroll in a private college or university in the State of Georgia? READ LIST

	Q 10a	Q10b	Q10c
Extremely likely.....	1	1	1
Somewhat likely.....	2	2	2
Might or might not.....	3	3	3
Somewhat unlikely.....	4	4	4
Extremely unlikely.....	5	5	5

} SKIP TO
Q16a

11a. IF "EXTREMELY", "SOMEWHAT" OR "MIGHT OR MIGHT NOT" IN Q10b ASK:
Which college or university in Georgia is your son most interested in attending?

11b. What other colleges or universities in Georgia are your son interested in attending?

12a. What will most determine if your son enters a college or university? _____
PROBE _____

12b. What will most determine which college or university your son enters? _____

13. What are the issues that could seriously get in the way of your son entering any college?

- | | |
|--|---|
| The cost | 1 |
| Low grades..... | 2 |
| Low SAT scores..... | 3 |
| Insufficient college prep courses..... | 4 |

Other SPECIFY _____

14. What are the ways to get over the issues that could seriously get in the way of your son entering college? _____

PROBE _____

- 15 How can the chances of an African-American male attending the college of his choice be most improved?

PROBE _____

- 16a. At what grade is the best time to start teaching students about the requirements for attending college? _____

- 16b. Why at that grade? _____

PROBE _____

- 17a. What could be done to increase young African-American males' interest in attending and completing college? READ LIST

- 17b. What particular assistance do you think should be provided so that young African-American males will do well academically in college? READ LIST

	<u>Q17a</u>	<u>Q17b</u>
Mentors.....	1	1
Tutors.....	2	2
Financial assistance.....	3	3
Academic advisors.....	4	4
Other SPECIFY _____		

- 17c. Are you familiar with the process for applying for financial aid to attend college?

Yes 1

No 2

- 18a. How would you describe your knowledge about the University System of Georgia? That is the 34 State of Georgia public colleges and universities? READ LIST

Know about it extremely well.....	1	} ASK Q 18b
Know about it somewhat.....	2	
Know very little about it.....	3	} SKIP TO Q20
Know nothing at all about it.....	4	

- 18b What do you know about the University System of Georgia? _____

PROBE _____

- 18c. What is most interesting and appealing about attending an institution in the University System of Georgia for an African-American male?

In-state location..... 1

Affordable cost..... 2

Academic reputation/program..... 3

Student body diversity.....	4
Colleges & universities with all African-American students.....	5
Colleges & universities with high African-American student presence.....	6
HOPE scholarship availability.....	7
Athletic programs.....	8
Athletic scholarships.....	9

18d. What would it take to improve young African-American males' attitude toward attending an institution in the University System of Georgia? _____

PROBE _____

19a. Of all of the colleges and universities in Georgia you know of, which one would be most interesting and appealing to African-American males?

19b. What would be most interesting and appealing to African-American males about that particular college or university?

PROBE _____

19c. What would it take to get more African-American males to attend that college or university?

PROBE _____

20. Once African-American males are in college, what can be done to assure that they will complete college?

PROBE _____

21a. How effective are USG colleges and universities at recruiting African-American males?

READ LIST

Very effective.....	1
Somewhat effective.....	2
Neither effective nor ineffective...	3
Somewhat ineffective.....	4
Very ineffective.....	5

21b. Why do you feel that way? _____

22a. Where would you most likely see or hear a message about your son attending college or going back to college? DO NOT READ LIST

22b. FOR EACH NOT MENTIONED IN Q 18a ASK: Which of the following places would you be likely to see or hear a message about attending college or going back to college?

	<u>Q22a</u>	<u>Q22b</u>
Recruitment letters.....	1	1
TV ads.....	2	2
Radio ads.....	3	3
Internet.....	4	4
Magazine ads.....	5	5
Newspaper ads.....	6	6
Billboards.....	7	7
Movie theaters.....	8	8
Mall kiosks.....	9	9
Bus shelters/ Bus ads.....	10	10
Other (Specify)_____		

23. Who would you recommend be used as role models and spokespersons in advertising messages about attending college or going back to college? _____

THANK AND CONCLUDE

USG GRADUATES TELEPHONE RESEARCH QUESTIONNAIRE

Good morning/afternoon/evening, my name is _____ of Paul A. Warner Associates, Inc. We are conducting a survey of African-American males between 18-25, their parents, educators in high schools and University System of Georgia graduates regarding their attitudes and opinions about higher education. Please be assured that this is only a survey and we are not trying to sell you anything. I know how valuable your time is, so this survey will take no longer than fifteen minutes. May I please speak with _____. IF REpondent IS NOT AVAILABLE, DETERMINE A TIME AND DATE WHEN HE WILL BE AT THIS NUMBER. CALL BACK DATE _____ TIME _____ AM/PM

1. To be certain that we are speaking with the right individuals, which of the following describes you?
READ LIST

- | | | |
|---|---|---|
| You are the parent of an African-American male who is in the sixth grade or above..... | 1 | GO TO "PARENTS" QUESTIONNAIRE |
| You are a teacher but not a guidance counselor of male students in the sixth grade or above..... | 2 | } GO TO "EDUCATORS and GUIDANCE COUNSELORS" QUESTIONNAIRE |
| You are a guidance counselor of male students in the sixth grade or above..... | 3 | |
| You are an African-American male age 18-25 who is not currently enrolled in a higher education institution..... | 4 | GO TO "MALES 18-25" QUESTIONNAIRE |
| You are a graduate of the University System of Georgia..... | 5 | CONTINUE |
| None of the above..... | 6 | THANK AND TERMINATE |

6. Which college or university did you attend?

- | | |
|--|---|
| Albany State University..... | 1 |
| Augusta State University..... | 2 |
| Coastal Georgia Community College..... | 3 |
| Georgia Perimeter College..... | 4 |
| Georgia Southern University..... | 5 |
| Georgia State University..... | 6 |
| Macon State College..... | 7 |
| University of Georgia..... | 8 |

3. Which of the following individuals played a positive role in determining your academic career path?
READ LIST

4. Which one individual played the most significant role in determining your academic career path?
ACCEPT ONLY ONE RESPONSE

	<u>Q3</u>	<u>Q4</u>
High school principal	1	1
High school teachers.....	2	2
High school athletic coach.....	3	3
High school guidance counselor.....	4	4
Your parents/guardian.....	5	5

5. Why do you feel that way about (PERSON MENTIONED IN Q4)? _____

6a. At what age do you remember first seriously considering what career you wanted? _____

6b. What career were you considering at Q6a age? _____

6c. What career are you currently pursuing? _____

7. What were the issues that seriously could have gotten in your way of entering college?

The cost.....	1
Low grades.....	2
Low SAT scores.....	3
Insufficient college prep courses.....	4
Other SPECIFY _____	

- 8a. What did you do to get over the issues that seriously could have gotten in the way of you entering college? _____
PROBE _____

- 8b Which, if any, of the issues that seriously could have gotten in the way of you entering college are particularly true for African-American males? _____
PROBE _____

- 8c. Why do you feel that way? _____

9a. Which of the following describes your impression of college life? READ LIST

9b. Which of those impressions about college life was most appealing? READ LIST

9c. Which of those impressions about college life was least appealing? READ LIST

	<u>Q9a</u>	<u>Q9b</u>	<u>Q9c</u>
Difficult subjects.....	1	1	1
Having fun.....	2	2	2
Having to spend lots of time studying.....	3	3	3
Learning subjects not covered in high school.....	4	4	4
Being away from home.....	5	5	5
Being on your own.....	6	6	6
Meeting new and different people.....	7	7	7

Prepares you to achieve career goals.....	8	8	8
Prepares you to achieve financial security.....	9	9	9

10a. How can the chances of an African-American male attending the college of his choice be most improved? _____

PROBE _____

10b. At what grade is the best time to start teaching students about the requirements for attending college? _____ grade

10c. Why at that grade? _____

11a. What could be done to increase young African-American males' interest in attending and completing college? READ LIST

11b. What particular assistance do you think should be provided so that young African-American males will do well academically in college? READ LIST

	<u>Q11a</u>	<u>Q11b</u>
Mentors.....	1	1
Tutors.....	2	2
Financial assistance.....	3	3
Academic advisors.....	4	4
Other SPECIFY _____		

11c. While you were in high school, were you familiar with the process for applying for financial aid to attend college?

Yes..... 1

No..... 2

12a. How interesting and appealing is it for an African-American male to attend an institution in the University System of Georgia? READ LIST

Extremely interesting and appealing.....	1
Somewhat interesting and appealing.....	2
Might or might not be interesting and appealing...	3
Somewhat uninteresting and not appealing.....	4
Extremely uninteresting and not appealing.....	5

12b. What is most interesting and appealing about attending an institution in the University System of Georgia for an African-American male? READ LIST

In-state location.....	1
Affordable cost.....	2
Academic reputation/program.....	3
Student body diversity.....	4
Colleges & universities with all African-American students.....	5
Colleges & universities with high African-American student presence.....	6
HOPE scholarship availability.....	7
Athletic programs.....	8
Athletic scholarships.....	9

12c. What would it take to improve young African-American males' attitude toward attending an institution in the University System of Georgia? _____
PROBE _____

13a. Of the colleges and universities in Georgia that you know of, which would be most interesting and appealing to African-American males? _____
PROBE _____

13b. What would be most interesting and appealing to African-American males about that particular college or university? _____
PROBE _____

13c. What would it take to get more African-American males to attend that college or university? _____
PROBE _____

14. Once African-American males are in college what can be done to assure that they will complete college? _____
PROBE _____

15a. How effective are USG colleges and universities at recruiting African-American males? READ LIST

- | | |
|--------------------------------------|---|
| Very effective..... | 1 |
| Somewhat effective..... | 2 |
| Neither effective nor ineffective... | 3 |
| Somewhat ineffective..... | 4 |
| Very ineffective..... | 5 |

15b. Why do you feel that way? _____

16a. How would you describe your experience at your alma mater? READ LIST

- | | |
|-------------------------------------|---|
| Extremely positive..... | 1 |
| Very positive..... | 2 |
| Neither positive nor negative | 3 |
| Very negative..... | 4 |
| Extremely negative..... | 5 |

16b. Why do you say that? _____

17a. Would you recommend your alma mater to another African-American male?

- Yes 1
No 2

17b. Why do you say that? _____

18a. Where would you most likely see or hear a message about attending college or going back to college?
DO NOT READ LIST

18b. FOR EACH NOT MENTIONED IN Q 18a ASK: Which of the following places would you be likely to see or hear a message about attending college or going back to college? READ LIST

	<u>Q18a</u>	<u>Q18b</u>
Recruitment letters.....	1	1
TV ads.....	2	2
Radio ads.....	3	3
Internet.....	4	4
Magazine ads.....	5	5
Newspaper ads.....	6	6
Billboards.....	7	7
Movie theaters.....	8	8
Mall kiosks.....	9	9
Bus shelters/ Bus ads.....	10	10
Other (Specify)_____		

19a. How would you characterize your experience at a USG institution?

- Very satisfying..... 1
- Somewhat satisfying..... 2
- Not too satisfying..... 3
- Not at all satisfying 4
- A negative experience..... 5

19b. Why do you feel that way? _____

20. Who would you recommend as role models and spokespersons in advertising messages about attending college or going back to college? _____

THANK AND CONCLUDE

MALES 18-25 TELEPHONE RESEARCH QUESTIONNAIRE

Good morning/afternoon/evening, my name is _____ of Paul A. Warner Associates, Inc. We are conducting a survey of African-American males between 18-25, their parents, educators in high schools and University System of Georgia graduates regarding their attitudes and opinions about higher education. Please be assured that this is only a survey and we are not trying to sell you anything. I know how valuable your time is, so this survey will take no longer than fifteen minutes. May I please speak with _____. IF REPENDENT IS NOT AVAILABLE, DETERMINE A TIME AND DATE WHEN HE WILL BE AT THIS NUMBER. CALL BACK DATE _____ TIME _____ AM/PM

1. To be certain that we are speaking with the right individuals, which of the following describes you?

READ LIST

- | | | |
|---|---|---|
| You are the parent of an African-American male who is in the sixth grade or above..... | 1 | GO TO "PARENTS" QUESTIONNAIRE |
| You are a teacher but not a guidance counselor of male students in the sixth grade or above..... | 2 | } GO TO "EDUCATORS and GUIDANCE COUNSELORS" QUESTIONNAIRE |
| You are a guidance counselor of male students in the sixth grade or above..... | 3 | |
| You are an African-American male age 18-25 who is not currently enrolled in a higher education institution..... | 4 | CONTINUE |
| You are a graduate of the University System of Georgia..... | 5 | GO TO "USG GRADUATE" QUESTIONNAIRE |
| None of the above..... | 6 | THANK AND TERMINATE |
7. What is your current grade level? (READ LIST)
- | | | |
|---|----|-----------------------|
| Less than 6th Grade..... | 1 | THANK AND TERMINATE |
| 6 th to 8 th Grade..... | 2 | |
| 9 th to 10 Grade..... | 3 | |
| High school Junior (11th Grade)..... | 4 | |
| High school Senior (12th Grade)..... | 5 | |
| Graduated high school but not in college..... | 6 | |
| Did not graduate from high school and not in school...7 | | |
| Attending technical school..... | 8 | |
| Freshman in college..... | 9 | } THANK AND TERMINATE |
| Sophomore in college..... | 10 | |
| Junior or above in college..... | 11 | |

8. What is the highest level of education your parents or guardians have achieved?

- Less than a high school graduate..... 1
- Graduated high school..... 2
- Attending technical school..... 3
- Attended college..... 4
- Graduated college..... 5
- Don't know..... 6

9. Which of the following colleges or universities is closest to where you live? READ LIST

- Albany State University..... 1
- Augusta State University..... 2
- Coastal Georgia Community College..... 3
- Georgia Perimeter College..... 4
- Georgia Southern University..... 5
- Georgia State University..... 6
- Macon State College..... 7
- University of Georgia..... 8
- Don't know..... 9

7a. Which of the following individuals played a positive role in determining your academic career path?
READ LIST

7b. Which one individual played the most positive role in determining your academic career path? READ LIST OF THOSE MENTIONED IN 7a but ACCEPT ONLY ONE RESPONSE

- | | <u>Q7a</u> | <u>Q7b</u> |
|-----------------------------|------------|------------|
| The school principal | 1 | 1 |
| The teacher..... | 2 | 2 |
| The athletic coach..... | 3 | 3 |
| The guidance counselor..... | 4 | 4 |
| Your parents/guardian..... | 5 | 5 |
| Other (Specify)_____ | 6 | 6 |

7c. Why do you feel that way about (PERSON MENTIONED IN Q 7b)? _____

8a. At what age do you remember first seriously discussing what career you wanted? _____

8b. What career were you considering at Q8a age? _____

8c. What career are you currently pursuing? _____

8d. How likely do you think you will be to achieve Q8c as a career goal? READ LIST

- Extremely likely..... 1
- Somewhat likely..... 2
- Might or might not..... 3
- Somewhat unlikely..... 4
- Extremely unlikely..... 5

9a. What is the likelihood that you will enroll in a college or university? READ LIST

9b. IF "EXTREMELY", "SOMEWHAT" OR "MIGHT OR MIGHT NOT" IN Q9a ASK: What is the

likelihood that you will enroll in a public college or university in the State of Georgia? READ LIST

9c. What is the likelihood that you will enroll in a private college or university in the State of Georgia?
READ LIST

	<u>Q 9a</u>	<u>Q9b</u>	<u>Q9c</u>
Extremely likely.....	1	1	1
Somewhat likely.....	2	2	2
Might or might not.....	3	3	3
Somewhat unlikely.....	4	4	4
Extremely unlikely.....	5	5	5

SKIP TO
Q15a

10a. IF “EXTREMELY”, “SOMEWHAT” OR “MIGHT OR MIGHT NOT” IN Q9b ASK: Which college or university in Georgia are you most interested in attending?

10b. What other colleges or universities in Georgia are you interested in attending?

11a. What will most determine if you will enter a college or university? _____
PROBE _____

11b. What will most determine which college or university you enter? _____
PROBE _____

12a. What are the issues that could seriously get in the way of you entering any college?

- The cost 1
- Low grades..... 2
- Low SAT scores..... 3
- Insufficient college prep courses..... 4
- Other SPECIFY _____

13a. What are the ways to get over the issues that could seriously get in your way of entering college? _____
PROBE _____

13b. Which, if any, of the issues that could seriously get in the way of you entering college are particularly true for African-American males? _____
PROBE _____

14a. Which of the following describes your impression of college life? READ LIST

14b. FOR THOSE MENTIONED IN 14a ASK: Which of those impressions about college life is most appealing? READ LIST

14c. FOR THOSE MENTIONED IN 14a BUT NOT MENTIONED IN 14b ASK: Which of those impressions about college life is least appealing? READ LIST

Q14a

Q14b

Q14c

Difficult subjects.....	1	1	1
Having fun.....	2	2	2
Having to spend lots of time studying.....	3	3	3
Learning subjects not covered in high school.....	4	4	4
Being away from home.....	5	5	5
Being on your own.....	6	6	6
Meeting new and different people.....	7	7	7
Prepares you to achieve career goals.....	8	8	8
Prepares you to achieve financial security.....	9	9	9

15a How can the chances of an African-American male attending the college of his choice be most improved? PROBE _____

16a. At what grade is the best time to start teaching students about the requirements for attending college? _____ grade

16b. Why at that grade? _____

17a. What could be done to increase young African-American males' interest in attending and completing college? READ LIST

17b. What particular assistance do you think should be provided in college so that young African-American males will do well academically? READ LIST

	Q17a	Q17b
Mentors.....	1	1
Tutors.....	2	2
Financial assistance.....	3	3
Academic advisors.....	4	4
Other SPECIFY _____		

17c. Are you familiar with the process for applying for financial aid to attend college?

Yes..... 1
No..... 2

18a. How would you describe your knowledge about the University System of Georgia? That is the 34 State of Georgia public colleges and universities? READ LIST

Know about it extremely well.....	1	} ASK Q 18b
Know about it somewhat.....	2	
Know very little about it.....	3	} SKIP TO Q20
Know nothing at all about it.....	4	

18b What do you know about the University System of Georgia?

18c. How interesting and appealing is it for an African-American male to attend an institution in the University System of Georgia? READ LIST

- Extremely interesting and appealing..... 1
- Somewhat interesting and appealing..... 2
- Might or might not be interesting and appealing.... 3
- Somewhat uninteresting and not appealing..... 4
- Extremely uninteresting and not appealing..... 5

18d. What is most interesting and appealing about attending an institution in the University System of Georgia for an African-American male?

- In-state location..... 1
- Affordable cost..... 2
- Academic reputation/program..... 3
- Student body diversity..... 4
- Colleges & universities with all
African-American students..... 5
- Colleges & universities with high
African-American student presence..... 6
- HOPE scholarship availability..... 7
- Athletic programs..... 8
- Athletic scholarships..... 9

18e. What would it take to improve young African-American males' attitude toward attending an institution in the University System of Georgia? PROBE _____

PROBE _____

19a. Of all of the colleges and universities in Georgia you know of, which one would be most interesting and appealing to African-American males? _____

19b. What would be most interesting and appealing to African-American males about that particular college or university? _____

19c. What would it take to get more African-American males to attend that college or university? PROBE _____

20. Once African-American males are in college, what can be done to assure that they will complete college? _____

PROBE _____

21a. How effective are USG colleges and universities at recruiting African-American males? READ LIST

- Very effective..... 1
- Somewhat effective..... 2
- Neither effective nor ineffective... 3
- Somewhat ineffective..... 4
- Very ineffective..... 5

21b. Why do you feel that way? _____

22a. Where would you most likely see or hear a message about attending college or going back to college?

DO NOT READ LIST

22b. FOR EACH NOT MENTIONED IN Q 18a ASK: Which of the following places would you be likely to see or hear a message about attending college or going back to college? READ LIST

	<u>Q22a</u>	<u>Q22b</u>
Recruitment letters.....	1	1
TV ads.....	2	2
Radio ads.....	3	3
Internet.....	4	4
Magazine ads.....	5	5
Newspaper ads.....	6	6
Billboards.....	7	7
Movie theaters.....	8	8
Mall kiosks.....	9	9
Bus shelters/ Bus ads.....	10	10
Other (Specify)_____		

23. Who would you recommend as role models and spokespersons in advertising messages about attending college or going back to college? _____

THANK AND CONCLUDE

HIGH-SCHOOL STUDENTS AND COLLEGE FRESHMEN AND SOPHOMORES
TELEPHONE RESEARCH QUESTIONNAIRE

Good morning/afternoon/evening, my name is _____ of Paul A. Warner Associates, Inc. We are conducting a survey among high school juniors and seniors and college freshmen and sophomores regarding their attitudes and opinions on school and education. Please be assured that this is only a survey and we are not trying to sell you anything. May I please speak with _____. IF REpondent IS NOT AVAILABLE, DETERMINE A TIME AND DATE WHEN HE WILL BE AT THIS NUMBER. CALL BACK
DATE _____ TIME _____ AM/PM

1. What is the highest level of education you have achieved? (READ LIST)

- | | | |
|--|---|---------------------|
| Less than a high school Junior (Less than 10th grade) | 1 | THANK AND TERMINATE |
| High school Junior (11th Grade)..... | 2 | |
| High school Senior (12th Grade)..... | 3 | |
| Graduated high school but not in college..... | 4 | |
| Did not graduate from high school and not in school..... | 5 | |
| Attending technical school..... | 6 | |
| Freshman in college..... | 7 | |
| Sophomore in college..... | 8 | |
| Junior or above in college..... | 9 | THANK AND |
| TERMINATE | | |

2. Did you or are you currently attending a public or private high school?

- | | |
|----------------|---|
| Public school | 1 |
| Private school | 2 |

3. What is the highest level of education achieved by your parents or guardian?

- | | |
|---------------------------------------|---|
| Less than a high school graduate..... | 1 |
| Graduated high school..... | 2 |
| Attending technical school..... | 3 |
| Attended college..... | 4 |
| Graduated college..... | 5 |
| Don't know..... | 6 |

4. Which of the following colleges or universities is closest to where you live? READ LIST

- | | |
|--|---|
| Albany State University..... | 1 |
| Augusta State University..... | 2 |
| Coastal Georgia Community College..... | 3 |
| Georgia Perimeter College..... | 4 |
| Georgia Southern University..... | 5 |
| Georgia State University..... | 6 |
| Macon State College..... | 7 |
| University of Georgia..... | 8 |
| Don't know..... | 9 |

5a. During high school, which of the following individuals plays or played a positive role in determining your academic career path? READ LIST

5b. Which one individual plays or played the most positive role in determining your career path? READ LIST OF THOSE MENTIONED IN 5a but ACCEPT ONLY ONE RESPONSE

	<u>Q5a</u>	<u>Q5b</u>
The high school principal.....	1	1
The high school teacher.....	2	2
The high school athletic coach.....	3	3
The high school guidance counselor	4	4
Your parents/guardian.....	5	5

6a. At what age do you remember first considering what career you wanted? _____

6b. What career were you considering at Q6a age? _____

6c. What career have you most recently considered? _____

6d. How likely do you think you will be to achieve Q6c as a career goal? READ LIST

Extremely likely.....	1
Somewhat likely.....	2
Might or might not.....	3
Somewhat unlikely.....	4
Extremely unlikely.....	5

IF NOT CURRENTLY IN COLLEGE CONTINUE WITH Q7a.

IF CURRENTLY IN COLLEGE SKIP TO Q13d

7a. What is the likelihood that you will enroll in a college or university? READ LIST

7b. IF "EXTREMELY", "SOMEWHAT" OR "MIGHT OR MIGHT NOT" IN Q8a ASK: What is the likelihood that you will enroll in a college or university in the State of Georgia? READ LIST

	<u>Q 7a</u>	<u>Q7b</u>	
Extremely likely.....	1	1	
Somewhat likely.....	2	2	
Might or might not.....	3	3	
Somewhat unlikely.....	4	} SKIP TO Q11c	4
Extremely unlikely.....	5		5

8a. IF "EXTREMELY", "SOMEWHAT" OR "MIGHT OR MIGHT NOT" IN Q7b ASK: Which college or university in Georgia are you most interested in attending?

8b. What other colleges or universities in Georgia are you interested in attending?

9a. What will most determine if you enter any college? _____

PROBE _____

9b What will most determine which college or university you enter?

PROBE _____

10. What are the issues that could most seriously get in the way of you entering any college?

- The cost 1
Low grades..... 2
Low SAT scores..... 3
Insufficient college prep courses..... 4
Other SPECIFY _____

11a. What are the ways to get over the issues that could seriously get in the way of you entering college? _____

PROBE _____

11b. Which, if any, of the issues that could seriously get in the way of your entering college are particularly true for African-American males?

PROBE _____

11c. How can the chances of an African-American male attending the college of his choice be most improved?

PROBE _____

12. At what grade is the best time to start learning about the requirements for attending college?

_____ Grade

13 Why at that grade? _____

14a. Which of the following describes your impression of college life? READ LIST

14b. Which of those impressions about college life is most appealing? READ LIST

14c. Which of those impressions about college life is least appealing? READ LIST

	Q14a	Q14b	Q14c
Difficult subjects.....	1	1	1
Having fun.....	2	2	2
Having to spend lots of time studying.....	3	3	3
Learning subjects not covered in high school.....	4	4	4
Being away from home.....	5	5	5
Being on your own.....	6	6	6
Meeting new and different people.....	7	7	7
Prepares you to achieve career goals.....	8	8	8
Prepares you to achieve financial security.....	9	9	9

15a What could be done to increase your interest in attending and completing college? READ LIST

15b. What particular assistance do you think you will need to do well academically in college? READ LIST

Q15a

Q15b

Mentors.....	1	1
Tutors.....	2	2
Financial assistance.....	3	3
Academic advisors.....	4	4
Other SPECIFY _____		

15c. Are you familiar with the process for applying for financial aid to attend college?

Yes.....	1
No.....	2

16a. How would you describe your knowledge about the University System of Georgia? READ LIST

Know about it extremely well.....	1	} ASK Q 16b
Know about it somewhat	2	
Know very little about it.....	3	} SKIP TO Q17
Know nothing at all about it.....	4	

16b What do you know about the University System of Georgia? _____

PROBE _____

16c. How interesting and appealing is it for an African-American male to attend a University System of Georgia institution? READ LIST

Somewhat interesting and appealing.....	2
Might or might not be interesting and appealing....	3
Somewhat uninteresting and not appealing.....	4
Extremely uninteresting and not appealing.....	5

16d. What is most interesting and appealing about attending an institution in the University System of Georgia for an African-American male? READ LIST

In-state location.....	1
Affordable cost.....	2
Academic reputation/program.....	3
Student body diversity.....	4
Colleges & universities with all African-American students.....	5
Colleges & universities with high African-American student presence.....	6
HOPE scholarship availability.....	7
Athletic programs.....	8
Athletic scholarships.....	9

16e. What would it take to improve your attitude toward attending a University System of Georgia institution?

PROBE _____

17a Of all of the colleges and universities in Georgia, which would be most interesting and appealing to attend? _____

17b. What is most interesting and appealing about that college or university? _____

PROBE _____

17c What would it take to get you to attend that college or university?

PROBE _____

18. Once you are in college, what can be done to assure that you will complete college? _____

PROBE _____

19a. How effective are USG colleges and universities at recruiting African-American males? READ LIST

Very effective.....	1
Somewhat effective.....	2
Neither effective nor ineffective...	3
Somewhat ineffective.....	4
Very ineffective.....	5

19b. Why do you feel that way? _____

PROBE _____

20a. Where would you most likely see or hear a message about attending college or going back to college?

DO NOT READ LIST

20b. FOR EACH NOT MENTIONED IN Q 18a ASK: Which of the following places would you be likely to see or hear a message about attending college or going back to college?

	<u>Q22a</u>	<u>Q22b</u>
Recruitment letters	1	1
TV ads	2	2
Radio ads	3	3
Internet	4	4
Magazine ads	5	5
Newspaper ads	6	6
Billboards	7	7
Movie theaters	8	8
Mall kiosks	9	9
Bus shelters/ Bus ads	10	10
Other (Specify) _____		

21. Who would you recommend as role models and spokespersons in advertising messages about attending college or going back to college? _____

THANK AND CONCLUDE

EDUCATORS and GUIDANCE COUNSELORS
TELEPHONE RESEARCH QUESTIONNAIRE

Good morning/afternoon/evening, my name is _____ of Paul A. Warner Associates, Inc. We are conducting a survey of African-American males between 18-25, their parents, educators in high schools and University System of Georgia graduates regarding their attitudes and opinions about higher education. Please be assured that this is only a survey and we are not trying to sell you anything. I know how valuable your time is, so this survey will take no longer than fifteen minutes. May I please speak with _____. IF RESPONDENT IS NOT AVAILABLE, DETERMINE A TIME AND DATE WHEN HE WILL BE AT THIS NUMBER. CALL BACK
DATE _____ TIME _____ AM/PM

1. To be certain that we are speaking with the right individuals, which of the following describes you? READ LIST

- | | | |
|---|---|------------------------------------|
| You are the parent of an African-American male who is in the sixth grade or above..... | 1 | GO TO "PARENTS" QUESTIONNAIRE |
| You are a teacher but not a guidance counselor of male students in the sixth grade or above..... | 2 | } CONTINUE |
| You are a guidance counselor of male students in the sixth grade or above..... | 3 | |
| You are an African-American male age 18-25 who is not currently enrolled in a higher education institution..... | 4 | GO TO "MALES 18-25" QUESTIONNAIRE |
| You are a graduate of the University System of Georgia..... | 5 | GO TO "USG GRADUATE" QUESTIONNAIRE |
| None of the above..... | 6 | THANK AND TERMINATE |

10. What is the current grade level of the male students for which you are a teacher or guidance counselor? READ LIST

- | | | |
|---|---|---------------------|
| Less than 6th grade..... | 1 | THANK AND TERMINATE |
| 6 th to 8 th Grade..... | 2 | |
| 9 th to 10 Grade..... | 3 | |
| High school Junior (11th Grade)..... | 4 | |
| High school Senior (12th Grade)..... | 5 | |
| High school graduates and above..... | 6 | THANK AND TERMINATE |

11. Which of the following colleges or universities is closest to where you teach? READ LIST

Albany State University.....	1
Augusta State University.....	2
Coastal Georgia Community College	3
Georgia Perimeter College.....	4
Georgia Southern University.....	5
Georgia State University.....	6
Macon State College.....	7
University of Georgia.....	8
Don't know.....	9

4a. Which of the following individuals play positive roles in determining your students' academic career path? READ LIST

4b. Which one individual plays the most significant role in determining your son's academic career path? ACCEPT ONLY ONE RESPONSE

	<u>Q4a</u>	<u>Q4b</u>
The school principal	1	1
Teachers.....	2	2
Athletic coaches.....	3	3
Guidance counselors.....	4	4
Students' parents/ guardians.....	5	5

4c. Why do you feel that way about (PERSON MENTIONED IN Q4b)? _____

5. At what grade does your typical African-American male student first seriously discuss what career he wants?
 _____ age

6. Which colleges and universities in Georgia are your African-American male students most interested in attending? _____

7a. What will most determine if your typical African-American male student enters a college or university? _____
 PROBE _____

7b. What will most determine which college or university your typical African-American male student enters? _____
 PROBE _____

8. What are the issues that could most likely get in the way of your typical African-American male student entering any college?
 The cost..... 1

Low grades..... 2
 Low SAT scores..... 3
 Insufficient college prep courses..... 4
 Other SPECIFY _____

9. What are the ways to get over the issues that could seriously get in the way of your typical African-American male student entering college? _____

PROBE _____

10. Which of the following describes the typical African-American male student's impression of college?

READ LIST

11a Which of those impressions about college is most appealing to typical African-American male students? READ LIST

11b Which of those impressions about college is least appealing typical African-American male students?

READ LIST

	<u>Q10</u>	<u>Q11a</u>	<u>Q11b</u>
Difficult subjects.....	1	1	1
Having fun.....	2	2	2
Having to spend lots of time studying.....	3	3	3
Learning subjects not covered in high school.....	4	4	4
Being away from home.....	5	5	5
Being on your own.....	6	6	6
Meeting new and different people.....	7	7	7
Prepares you to achieve career goals.....	8	8	8
Prepares you to achieve financial security.....	9	9	9

12 How can the chances of an African-American male attending the college of his choice be most improved? _____

PROBE _____

13a. At what grade is the best time to start teaching students about the requirements for attending college?
 _____ grade

13b. Why at that grade? _____

14a. What could be done to increase young African-American males' interest in attending and completing college? READ LIST

14b. What particular assistance do you think should be provided in college so that young African-American males will do well academically? READ LIST

	<u>Q14a</u>	<u>Q14b</u>
Mentors.....	1	1

Tutors.....	2	2
Financial assistance.....	3	3
Academic advisors.....	4	4
Other SPECIFY _____		

15. Do you think your African-African male students are familiar with the process for applying for financial aid to attend college?

Yes.....	1
No.....	2

16a. How would you describe your African-African male students' knowledge about the University System of Georgia? That is the 34 State of Georgia public colleges and universities? READ LIST

Know about it extremely well.....	1	} ASK Q 16b
Know about it somewhat.....	2	
Know very little about it	3	} SKIP TO Q20
Know nothing at all about it.....	4	

16b What does the typical African-African male student know about the University System of Georgia? _____

PROBE _____

17. How interesting and appealing is it for an African-American male to attend an institution in the University System of Georgia? READ LIST

Extremely interesting and appealing.....	1
Somewhat interesting and appealing.....	2
Might or might not be interesting and appealing...	3
Somewhat uninteresting and not appealing.....	4
Extremely uninteresting and not appealing.....	5

18a. What is most interesting and appealing about attending an institution in the University System of Georgia for an African-American male?

Affordable cost.....	2
Academic reputation/program.....	3
Student body diversity.....	4
Colleges & universities with all African-American students.....	5
Colleges & universities with high African-American student presence.....	6
HOPE scholarship availability.....	7
Athletic programs.....	8
Athletic scholarships.....	9

18b. What would it take to improve young African-American males' attitude toward attending an institution in the University System of Georgia? _____

PROBE _____

19a. Of the colleges and universities in Georgia you know about, which would be most interesting and appealing to African-American males? _____

19b. What would be most interesting and appealing to African-American males about those colleges or universities? _____

PROBE _____

19c. What would it take to get more African-American males to attend that college or university?

PROBE _____

20. Once African-American males are in college what can be done to assure that they will complete college? _____

PROBE _____

21a. How effective are USG colleges and universities at recruiting African-American males? READ LIST

- | | |
|--------------------------------------|---|
| Very effective..... | 1 |
| Somewhat effective..... | 2 |
| Neither effective nor ineffective... | 3 |
| Somewhat ineffective..... | 4 |
| Very ineffective..... | 5 |

21b. Why do you feel that way? _____

22a. Where would you most likely see or hear a message about attending college or going back to college?
DO NOT READ LIST

22b. FOR EACH NOT MENTIONED IN Q 18a ASK: Which of the following places would you be likely to see or hear a message about attending college or going back to college?

	<u>Q22a</u>	<u>Q22b</u>
Recruitment letters.....	1	1
TV ads.....	2	2
Radio ads.....	3	3
Internet.....	4	4
Magazine ads.....	5	5
Newspaper ads.....	6	6
Billboards.....	7	7
Movie theaters.....	8	8
Mall kiosks.....	9	9
Bus shelters/ Bus ads.....	10	10
Other (Specify)_____		

23. Who would you recommend be used as role models and spokespersons in advertising messages about attending college or going back to college? _____

THANK AND CONCLUDE



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